Educational Effectiveness Survey™

Diversity, Equity and Inclusion Module

Staff-Student-Family Comparison Longitudinal

Pullman High School

Pullman Public Schools

	2021			2023	
Staff	Student	Family	Staff	Student	Family
N=48	N=111	N=70	N=47	N=92	N=99



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The Center for Educational Effectiveness

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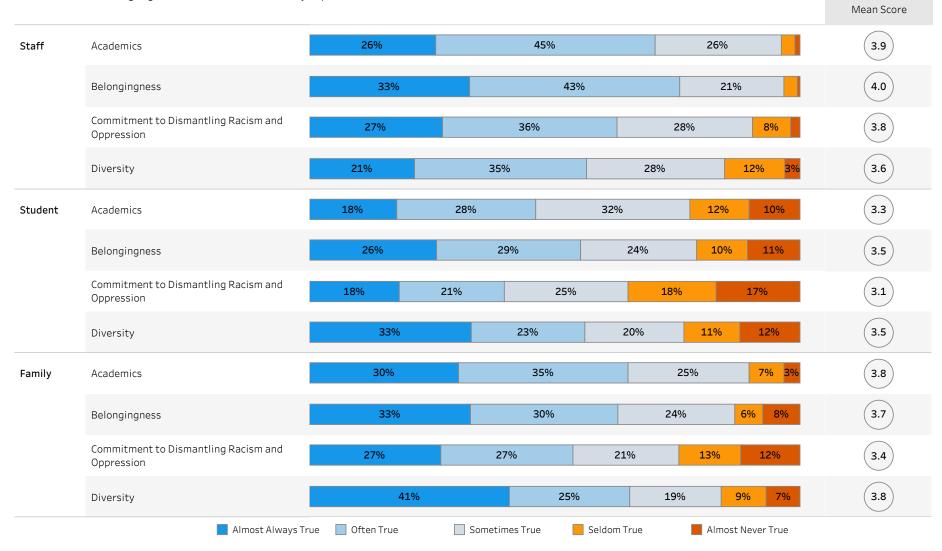
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Diversity, Equity and Inclusion Summary

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

Staff	Academics	2021	74%	
		2023	70%	-4%
	Belongingness	2021	79%	
		2023	76%	-4%
	Commitment to Dismantling Racism and	2021	71%	
	Oppression	2023	63%	-8%
	Diversity	2021	61%	
		2023	56%	-5%
Student Academi Belongir	Academics	2021	57%	
		2023	46%	-11%
	Belongingness	2021	73%	
		2023	55%	-17%
	Commitment to Dismantling Racism and Oppression	2021	52%	
		2023	40%	-12%
	Diversity	2021	66%	
		2023	56%	-10%
Family	Academics	2021	66%	
		2023	65%	-1%
	Belongingness	2021	70%	
		2023	63%	-7%
	Commitment to Dismantling Racism and Oppression	2021	60%	
	Oppression	2023	54%	-6%
	Diversity	2021	72%	
		2023	65%	-6%
			Percent Positive	Difference in Percent Positive
				-25%

Diversity, Equity and Inclusion - Ivs. They Perspectives

Pullman High School

How large is the Gap between I vs. They?

Staff 9% I am aware that I have implicit biases 57% 31% 14% My colleagues are aware they have implicit Staff 32% 43% 25% biases This school has a Staff 42% 18% Race 39% welcoming environment that Student 39% 33% 17% 8% 3% embraces the diversity of: Family 41% 20% 28% 6% 6% Staff Ethnicity 39% 45% 16% Student 39% 36% 14% 6% 6% 4% 6% Family 41% 22% 28% Gender Staff 41% 49% 11% Student 29% 24% 10% 9% 28% Family 42% 28% 26% 4% Staff 36% 44% Religion 17% 3% Student 28% 28% 25% 9% 9% Family 37% 27% 29% 6% Sexual Orientation Staff 38% 49% 11% Student 28% 23% 32% 8% 9% 4% Family 40% 26% 28% 📕 Almost Never True Almost Always True Often True Sometimes True Seldom True

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Diversity, Equity and Inclusion - I vs. They Perspectives LONGITUDINAL

Pullman High School

Staff	I am aware that I have implicit biases	2021	94%	
		2023	89% -5%	
	My colleagues are aware they have implicit	2021	67%	
	biases	2023	75%	8%
his sch	ool has a welcoming environment that emb	races th	e diversity of:	
Staff	Race	2021	86%	
		2023	82% -4%	
	Ethnicity	2021	86%	
		2023	84% -2%	
	Gender	2021	91%	
		2023	89% -2%	
	Religion	2021	80%	
		2023	81%	1%
	Sexual Orientation	2021	83%	
		2023	86%	4%
Student	Race	2021	85%	
		2023	72% -12%	
	Ethnicity	2021	84%	
		2023	74% -9%	
	Gender	2021	77%	
		2023	57% -20%	
	Religion	2021	81%	
		2023	-25%	
	Sexual Orientation	2021	74%	
		2023	51%	
Family	Race	2021	82%	
		2023	61% -20%	
	Ethnicity	2021	78%	
	-	2023	63% -15%	
	Gender	2021	82%	
		2023	70% -12%	
	Religion	2021	69%	
		2023	63%	
	Sexual Orientation	2021	79%	
		2023	66% -13%	
			Percent Positive Difference in F	ercent Positive

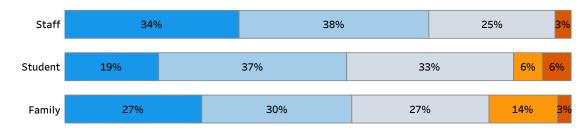
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Diversity, Equity and Inclusion Common Questions

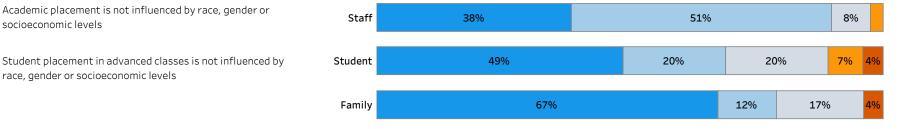
Pullman High School

Academics

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



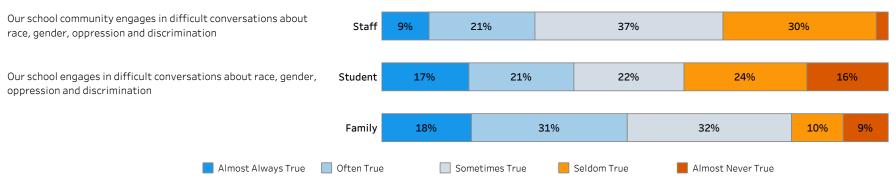
Commitment to Dismantling Racism and Oppression



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

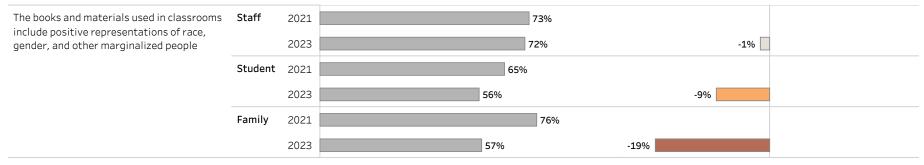
Diversity

socioeconomic levels

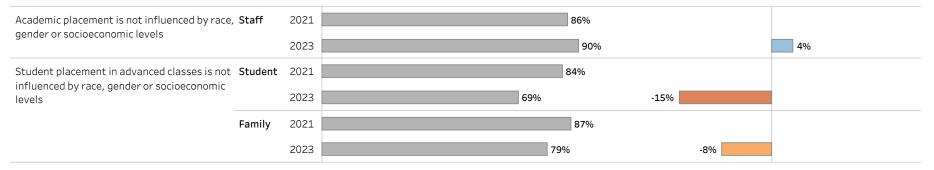


Diversity, Equity and Inclusion Common Questions LONGITUDINAL

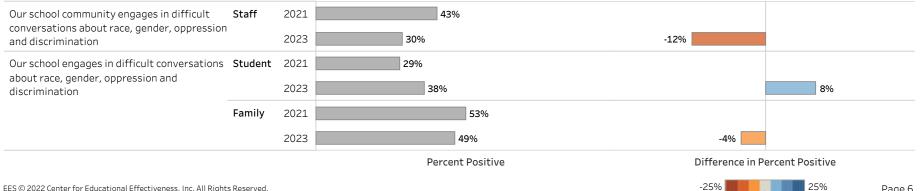
Academics



Commitment to Dismantling Racism and Oppression



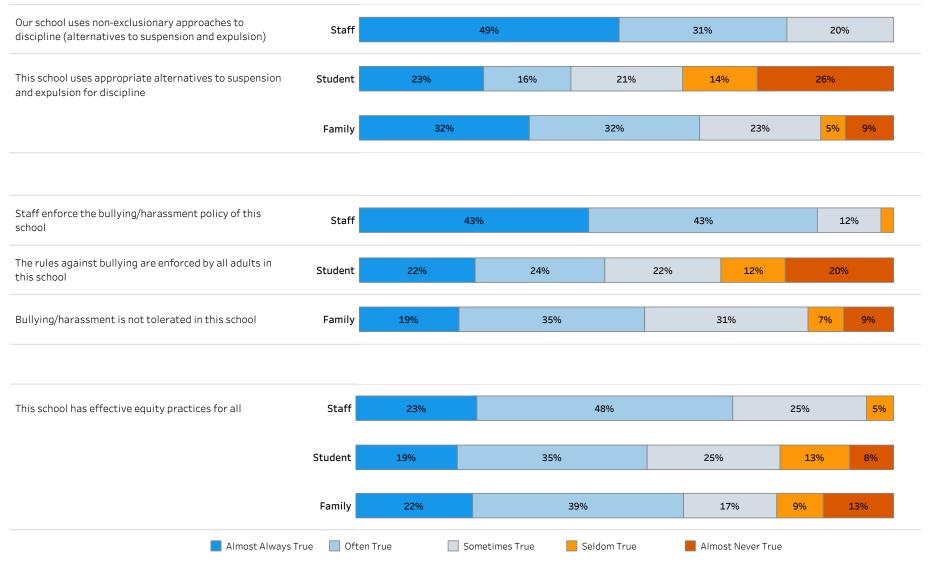
Diversity



Diversity, Equity and Inclusion Common Questions

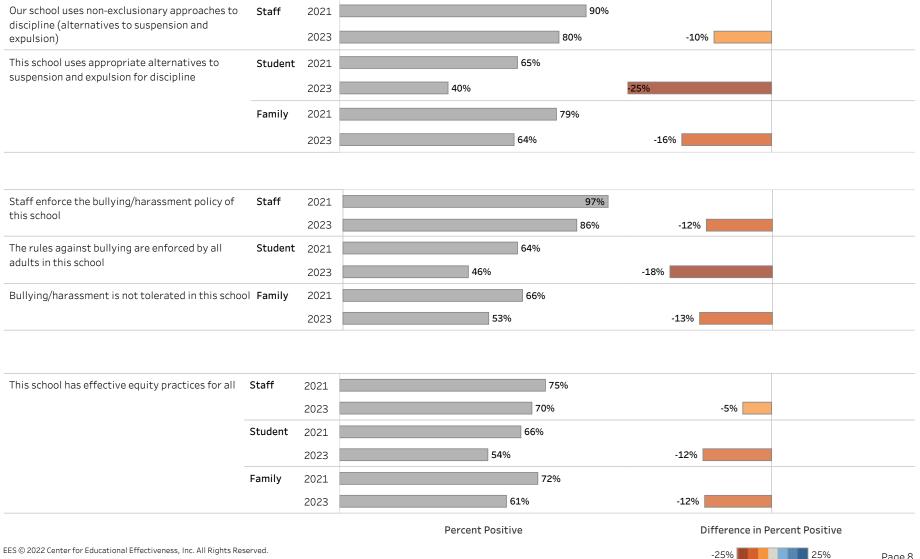
Pullman High School

Belongingness



Diversity, Equity and Inclusion Common Questions LONGITUDINAL

Belongingness



Pullman High School

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Pullman High School

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

44% 46% 10% 34% 38% 25% 41% 37% 15%

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.

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.

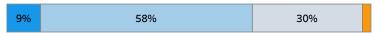
Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families

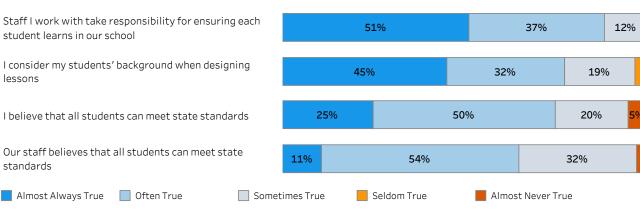
Teachers plan lessons utilizing a racial equity lens in ord to engage historically underserved students

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

lessons

s	10%	42%		48%				
								1
rder	21	L%	45%			28%	7%	





Academics - Staff LONGITUDINAL

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.

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Instruction is personalized to meet the needs of each student	2021	62%
Student	2023	49% -13%
Students are provided tasks that require higher-level thinking skills	2021	94%
	2023	90% -4%
The books and materials used in classrooms include positive representations of race, gender, and other	2021	73%
marginalized people	2023	72% -1%
Instructional practices incorporate the interests and	2021	66%
strengths of the home cultures of the school's students and families	2023	52% -14%
Teachers plan lessons utilizing a racial equity lens in order to engage historically underserved students	2021	70%
	2023	66% -5%
We are provided training to meet the needs of a diverse	2021	57%
student population in our school	2023	67% 11%
	2021	
I believe that all students can meet state standards	2021	71%
	2023	75% 4%
l consider my students' background when designing lessons	2021	77%
	2023	77% 0%
Our staff believes that all students can meet state standards	2021	73%
Standarus	2023	65%
Staff I work with take responsibility for ensuring each	2021	95%
student learns in our school	2023	88%

Percent Positive

Difference in Percent Positive

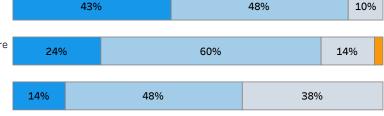
-25%

25% Page 10

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 43% Students believe the adults in this school genuinely care 24% about them 14% 48% 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.

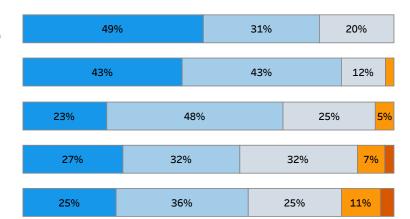
Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)

Staff enforce the bullying/harassment policy of this school

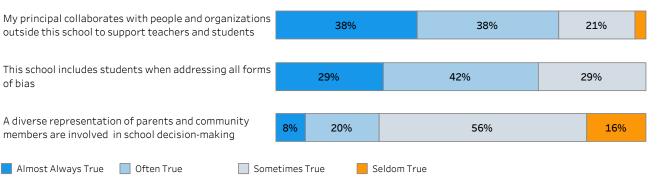
This school has effective equity practices for all

I receive training on instruction to support social emotional learning

Our district has a social emotional framework (standards)



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.



Belongingness - Staff LONGITUDINAL

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Staff at this school value and respect all students	2021	95%	
	2023	90% -4%	ó
Students believe the adults in this school genuinely care	2021	92%	
about them	2023	83% -9%	
Students believe this school is a safe place	2021	73%	
	2023	62% -11%	
I receive training on instruction to support social	2021	47%	
emotional learning	2023	59%	11%
Our district has a social emotional framework (standards)) 2021	46%	
	2023	61%	15%
Our school uses non-exclusionary approaches to discipline	≥ 2021	90%	
(alternatives to suspension and expulsion)	2023	80% -10%	
Staff enforce the bullying/harassment policy of this school	2021	97%	
	2023	86% -12%	
This school has effective equity practices for all	2021	75%	
	2023	70% -5%	
	2021	41%	
A diverse representation of parents and community	2021		
A diverse representation of parents and community members are involved in school decision-making	2021	28% -13%	
members are involved in school decision-making My principal collaborates with people and organizations		28% -13% 89%	
members are involved in school decision-making	2023		
members are involved in school decision-making My principal collaborates with people and organizations	2023	89%	

Percent Positive

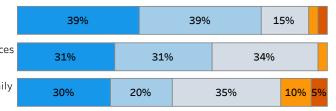
Difference in Percent Positive

-25%

Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular	This school provides curriculum that is relevant and meaningful	39%	39%	5 15%	
attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is	Learning opportunities include enrichment experiences for all students	31% 31%		34%	
intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.	I incorporate social emotional instruction into my daily instructional delivery	30%	20%	35% 10% 5%	
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	Academic placement is not influenced by race, gender or socioeconomic levels	38%	5	31% 8%	
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	Supports are provided allowing all students to access more rigorous courses and content	28%	41%	28%	
students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.	A proportional amount of students of color, low income and students with disabilities are included in the most	19% 33	%	41% 7%	
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	27% 22% 30	41% 0%	32% 35% 13%	
Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community	This school encourages parent involvement in their child's learning	29%	39%	22% 10%	
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	The school partners with diverse community assets	14% 27%	4	9%	
community. Plans are co-created and action items are monitored for implementation and effectiveness.	With important decisions we seek input from parents and the community	13% 35%	25%	6 20% 8%	
Alm	ost Always True 📃 Often True 📃 Sometimes T	rue 🧧 Seldom Tr	Je 📕 Ali	most Never True	

Commitment to Dismantling Racisim and Oppression - Staff

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Commitment to Dismantling Racisim and Oppression - Staff LONGITUDINAL

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.

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.

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.

I incorporate social emotional instruction into my daily	2021	55%
instructional delivery	2023	50%
Learning opportunities include enrichment experiences	2021	
for all students	2023	63%
This school provides curriculum that is relevant and	2021	91
meaningful	2023	
A proportional amount of students of color, low income	2021	55%
and students with disabilities are included in the most	2023	52%
_rigorous courses Academic placement is not influenced by race, gender or	2021	
socioeconomic levels	2023	90
Supports are provided allowing all students to access	2021	69%
more rigorous courses and content	2023	69%
	2025	03%
Our school has specific goals around reducing disproportionalities	2021	63%
	2023	52%
Our school responds to disproportionality data to improve equity	2021	709
·····p······	2023	689
The school partners with diverse community assets	2021	48%
	2023	41%
This school encourages parent involvement in their child's	2021	7
learning	2023	68%
With important decisions we seek input from parents and	2021	64%
the community	2023	48%

Percent Positive

68%

Difference in Percent Positive



-5%

-3%

-2%

-7%

-9%

-16%

4%

0%

86%

91%

79%

86%

90%

69%

69%

70%

68%

78%

-23%

-12%

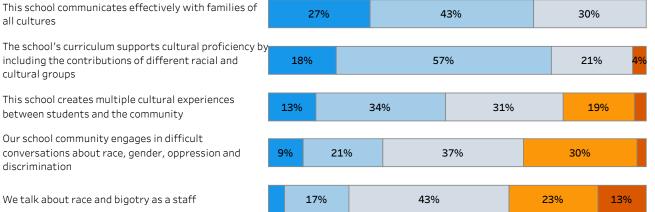
-11%

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.

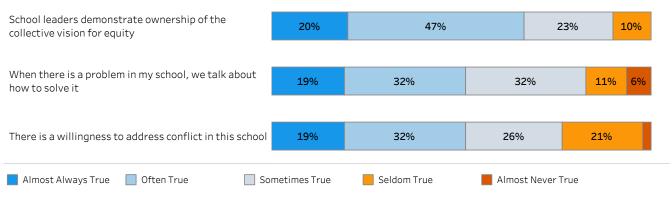
Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of differences are modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, 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.
 Our teachers engage in professional development activities to learn about equity
 27%
 46%



57%

32%



I am aware that I have implicit biases

My colleagues are aware they have implicit biases

Pullman High School

9%

25%

24%

31%

43%

Diversity - Staff LONGITUDINAL

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.

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I am aware that I have implicit biases	2021	94%	
	2023	89% -5%	
My colleagues are aware they have implicit biases	2021	67%	
	2023	75%	8%
Our teachers engage in professional development	2021	72%	
activities to learn about equity	2023	73%	1%
Our school community engages in difficult conversations	2021	43%	
about race, gender, oppression and discrimination	2023	30% -12%	
The school's curriculum supports cultural proficiency by	2021	59%	
including the contributions of different racial and cultural groups	2023	75%	16
This school communicates effectively with families of all	2021	79%	
cultures	2023	70% -9%	
This school creates multiple cultural experiences between	2021	40%	
students and the community	2023	47%	7%
We talk about race and bigotry as a staff	2021	25%	
	2023	21% -4%	
School leaders demonstrate ownership of the collective	2021	77%	
vision for equity	2023	67% -11%	
There is a willingness to address conflict in this school	2021	57%	
	2023	51% -5%	
When there is a problem in my school, we talk about how to solve it	2021	67%	
	2023	51% -16%	

Percent Positive





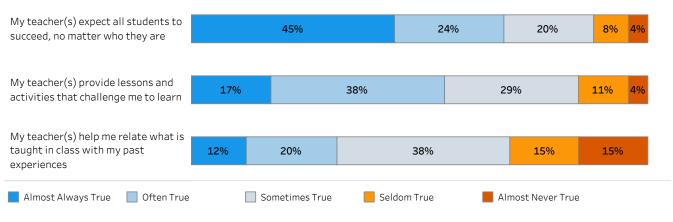
Academics - Student

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.

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.

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.

Work I do in this school is useful and interesting to me5%33%34%15%This school is doing a good job of preparing me to succeed in my life10%28%28%15%My teacher(s) find other ways for me to learn things I find difficult16%21%41%1	<mark>6%</mark> 6%
preparing me to succeed in my life 10% 28% 28% 15%	13%
	18%
	3% 13%
see the cultures of our community reflected in what I study at school 13% 23% 33% 20%	11%



Academics - Student LONGITUDINAL

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.

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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.

The books and materials used in classrooms include positive representations of race, gender, and other	2021	65%	
marginalized people	2023	56%	-9%
This school is doing a good job of preparing me to succeed in my life	2021	47%	
	2023	38%	-8%
Work I do in this school is useful and interesting to me	2021	46%	
	2023	38%	-8%
I see the cultures of our community reflected in what I study at school	2021	57%	
	2023	36%	-21%
My teacher(s) find other ways for me to learn things I find difficult	2021	55%	
	2023	37%	-18%
My teacher(s) expect all students to succeed, no matter who they are	2021	78%	
	2023	68%	-10%
My teacher(s) help me relate what is taught in class with my past experiences	2021	42%	
	2023	32%	-10%
My teacher(s) provide lessons and activities that challenge me to learn	2021	65%	
	2023	55%	-10%
		Percent Positive	Difference in Percent Positive
			-25%

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

active and successful plan to help students learn

positive social behaviors. There is evidence that the school has reduced instances of bullying,

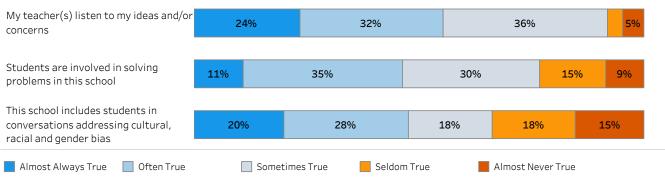
and procedures supporting equity are in place

and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an

harassment and discrimination.

In this school, there is at least one 52% 21% 15% 9% 3% adult who knows and cares about me I feel safe at this school 29% 28% 24% 14% 7% I enjoy coming to this school 15% 38% 20% 20% This school has effective equity 35% 25% 13% 8% 19% practices for all The rules against bullying are enforced 22% 24% 22% 12% 20% by all adults in this school All students are held to the same 14% 27% 27% 21% 12% behavior rules and expectations This school uses appropriate alternatives to suspension and 23% 16% 21% 14% 26% expulsion for discipline

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.



Belongingness - Student 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.

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.

I enjoy coming to this school	2021	70%
	2023	53% -17%
I feel safe at this school	2021	88%
	2023	57% -31%
In this school, there is at least one adult who knows and cares about me	2021	89%
cares about me	2023	73% -17%
All students are held to the same behavior rules and	2021	67%
expectations	2023	41% -26%
The rules against bullying are enforced by all adults in this school	2021	64%
	2023	46% -18%
This school has effective equity practices for all	2021	66%
	2023	54% -12%
This school uses appropriate alternatives to suspension and expulsion for discipline	2021	65%
	2023	40% -25%
My teacher(s) listen to my ideas and/or concerns	2021	75%
	2023	55% -20%
Students are involved in solving problems in this school	2021	54%
	2023	46% -7%
This school includes students in conversations addressing cultural, racial and gender bias	g 2021	40%
curcurar, racial and gender bids	2023	48%
		Percent Positive Difference in Percent Positi

Pullman High School

25%

-25%

Commitment to Dismantling Racisim and Oppression - Student

others

In my classes, we talk about

how to better get along with

Pullman High School

24%

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.

In my classes, I learn how to 6% 26% 26% 38% 5% better understand my emotions Student placement in advanced classes is not influenced by 49% 20% 20% 7% race, gender or socioeconomic levels All students have access to 26% 35% 32% rigorous courses and supports In this school, students get 16% 31% 31% 16% 6% extra help when they need it

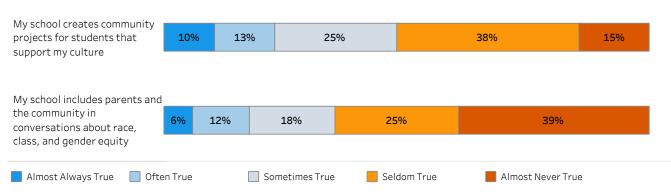
21%

27%

22%

6%

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.



Commitment to Dismantling Racisim and Oppression - Student LONGITUDINAL

emotions

In my classes, I learn how to better understand my

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

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

Community engagement and partnershi active representation of equity concerns valuing of diversity in the community. T participates in community projects and diverse community assets. Parents and community groups are engaged in coura conversations about race, class, expecta and the role of education in the commun Plans are co-created and action items ar monitored for implementation and effectiveness.

ment ion on , gender,	emotions	2023	11%	-14%	
ouping. g s as well	In my classes, we talk about how to better get along with others	2021	29%		
		2023	28%	-1%	
e by race, y grouping bid	All students have access to rigorous courses and supports	2021	79%		
ation or other		2023	61%	-17%	
most Jdents,	In this school, students get extra help when they need it	2021	75%		
of color. shing to		2023	47%	-28%	
	Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	2021	84%	,	
		2023	69%	-15%	
hips are an ns and the The school	My school creates community projects for students that support my culture	2021	29%		
d draws on d rageous		2023	23%	-6%	
tations, unity. are	My school includes parents and the community in conversations about race, class, and gender equity	2021	26%		
		2023	18%	-9%	
			Percent Positive	Difference in Per	rcent Positive
				-25%	25%

2021

25%

25%

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

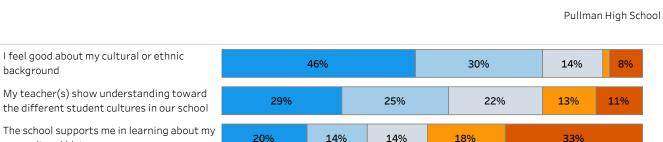
Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is 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.



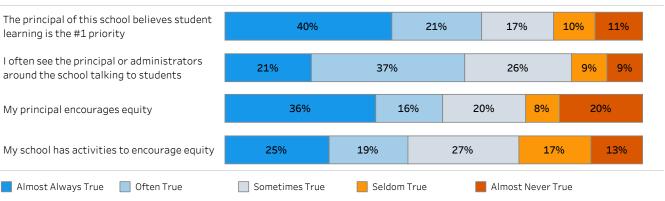
I feel good about my cultural or ethnic

background

own cultural history



I am comfortable interacting with people from a different racial or ethnic background			81%				14%	
This school respects student differences	29%		29%		23%		9%	9%
I learn about positive contributions of different racial and cultural groups	20%	22%		33%		14%	6	11%
Our school engages in difficult conversations about race, gender, oppression and discrimination	17%	21%	22%		24%		1	16%



Diversity - Student LONGITUDINAL

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I feel good about my cultural or ethnic background	2021	83	3%	
	2023	76%	-7%	
My teacher(s) show understanding toward the different	2021	68%		
student cultures in our school	2023	54%	-14%	
The school supports me in learning about my own cultural	2021	48%		
history	2023	35%	-13%	
I am comfortable interacting with people from a different racial or ethnic background	2021	100)%	
	2023	94%	6%	
I learn about positive contributions of different racial and cultural groups	2021	55%		
	2023	42%	-13%	
Our school engages in difficult conversations about race gender, oppression and discrimination	2021	29%		
	2023	38%		8%
This school respects student differences	2021	76%		
	2023	58%	-18%	
I often see the principal or administrators around the	2021	56%		
school talking to students	2023	57%		2%
My principal encourages equity	2023	52%		
My school has activities to encourage equity	2021	56%		
	2023	44%	-12%	
The principal of this school believes student learning is	2021	82	%	
the #1 priority	2023	61%	-20%	
		Deveent Devit	Difference	

Percent Positive

Difference in Percent Positive



Academics - Family

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.

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.

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.

Teachers have high expectations for student learning at this school	27%	38%		29%	5%
This school is doing a good job of preparing my student for a successful future	28%	36%		21%	10% 4%
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people	27%	30%	27	7%	14%
My student is challenged with a rigorous course of study at this school	25%	28%	33	%	9% 4%
Teachers in this school are dedicated to helping all students succeed	31%	40%		279	%
Our family's culture is reflected in what my student studies at school	37%	32%	5	15%	5% 10%
My student has access to rigorous courses	38%	3	5%	17%	<mark>6%</mark> 4%
📕 Almost Always True 📗 Often True	e Sometimes	True Seldom True	AI	most Never True	2

Academics - Family LONGITUDINAL

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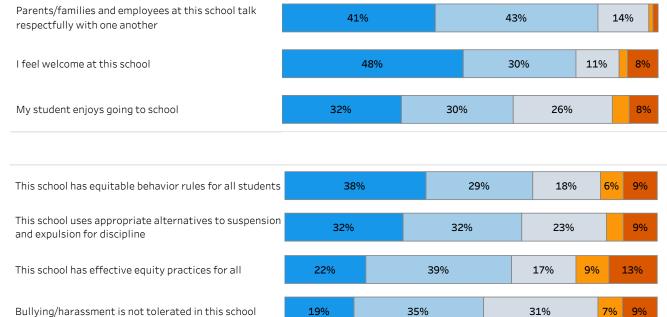
My student is challenged with a rigorous course of study at this school	2021	55%
	2023	54% -1%
Teachers have high expectations for student learning at this school	2021	73%
	2023	66% -7%
The books and materials used in classrooms include positive representations of race, gender, and other marginalized people	2021	76%
	2023	57% -19%
This school is doing a good job of preparing my student for a successful future	2021	62%
	2023	64%
Our family's culture is reflected in what my student studies at school	2021	67%
	2023	69%
Teachers in this school are dedicated to helping all students succeed	2021	73%
	2023	70% -2%
My student has access to rigorous courses	2021	62%
	2023	73%
		Percent Positive Difference in Percent Positive



-25% 25%

Belongingness - Family

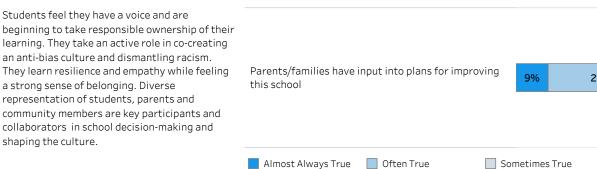
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.

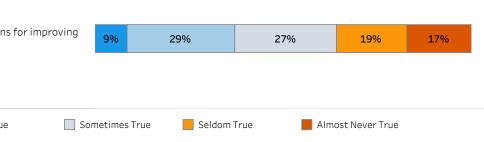


21%

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.

> This district places emphasis on social emotional learning in addition to core academic learning





28%

30%

11%

11%

Belongingness - Family LONGITUDINAL

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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.

I feel welcome at this school	2021	73%	
	2023	78%	5%
My student enjoys going to school	2021	59%	
	2023	62%	3%
Parents/families and employees at this school talk	2021	80%	
respectfully with one another	2023	84%	4%
Bullying/harassment is not tolerated in this school	2021	66%	
	2023	53% -13%	
This district places emphasis on social emotional learning	2021	50%	
n addition to core academic learning	2023	49% -1%	
This school has effective equity practices for all	2021	72%	
	2023	61% -12%	
This school has equitable behavior rules for all students	2021	75%	
	2023	67% -8%	
This school uses appropriate alternatives to suspension	2021	79%	
and expulsion for discipline	2023	64% -16%	
Parents/families have input into plans for improving this school	2021	57%	
	2023	37% -20%	

Percent Positive

Difference in Percent Positive

Commitment to Dismantling Racisim and Oppression - Family

options are not limited

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.

Student placement in advanced classes is not influenced by race, gender or socioeconomic levels Supports are provided to ensure my student's course

18% 44% 23% **13%**

25%

67%

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.

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.

 ction items are tion and
 This school includes parents and the community in conversations about race, culture, and gender equity
 20%
 24%

 Almost Always True
 Often True
 Sometimes True
 Seldom True

My school shares information on how they are reducing

racial, cultural, and gender inequities

44%	31%	19%	
	44%	44% 31%	44% 31% 19%

23%

7%

Page 29

29%

17%

23%

12%

23%

24%

Almost Never True

Commitment to Dismantling Racisim and Oppression - Family LONGITUDINAL

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.

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Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	2021	87%	
	2023	79%	-8%
Supports are provided to ensure my student's course options are not limited	2021	59%	
	2023	62%	3%
My school shares information on how they are reducing racial, cultural, and gender inequities	2021	38%	
	2023	30%	-9%
This school includes parents and the community in conversations about race, culture, and gender equity	2021	35%	
	2023	24%	-12%
This school respects the different cultures represented in our community	2021	82%	
	2023	75%	-7%
		Percent Positive	Difference in Percent Positive

Diversity - Family

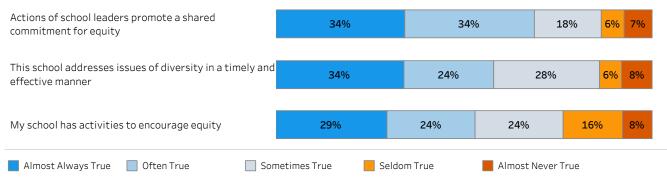
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.

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.

My student's teachers embrace my student's culture	45%		24%	14%	6%	12%
My student learns about the cultures of our community at their school	16%	23%	31%	18%		13%

Communications/materials I receive from the school ar in a language I can understand	e	90%		9%
Adults in this school value and respect my racial/cultural identity		51%	25%	11% 10%
My student learns about positive contributions of different racial and cultural groups	24%	36%	19%	14% 7%
Our school engages in difficult conversations about race, gender, oppression and discrimination	18%	31%	32%	10% 9%



Diversity - Family LONGITUDINAL

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.

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My student learns about the cultures of our community at their school	2021	56%
	2023	39% -17%
My student's teachers embrace my student's culture	2021	70%
	2023	69% -1%
Adults in this school value and respect my racial/cultural identity	2021	91%
lachercy	2023	75% -15%
Communications/materials I receive from the school are in a language I can understand	2021	97%
	2023	99%
Ay student learns about positive contributions of lifferent racial and cultural groups	2021	57%
	2023	60%
Our school engages in difficult conversations about race, gender, oppression and discrimination	2021	53%
gender, oppression and discrimination	2023	49% -4%
Actions of school leaders promote a shared commitment for equity	2021	76%
	2023	69% -7%
My school has activities to encourage equity	2021	59%
	2023	53% -6%
This school addresses issues of diversity in a timely and effective manner	2021	68%
	2023	58% -10%
		Percent Positive Difference in Percent Positiv

