

# 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



**Better Data. Better Decisions. Better Schools.**



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### **Contact Information:**

**Phone: 425-283-0384**

**info@effectiveness.org**

**www.effectiveness.org**

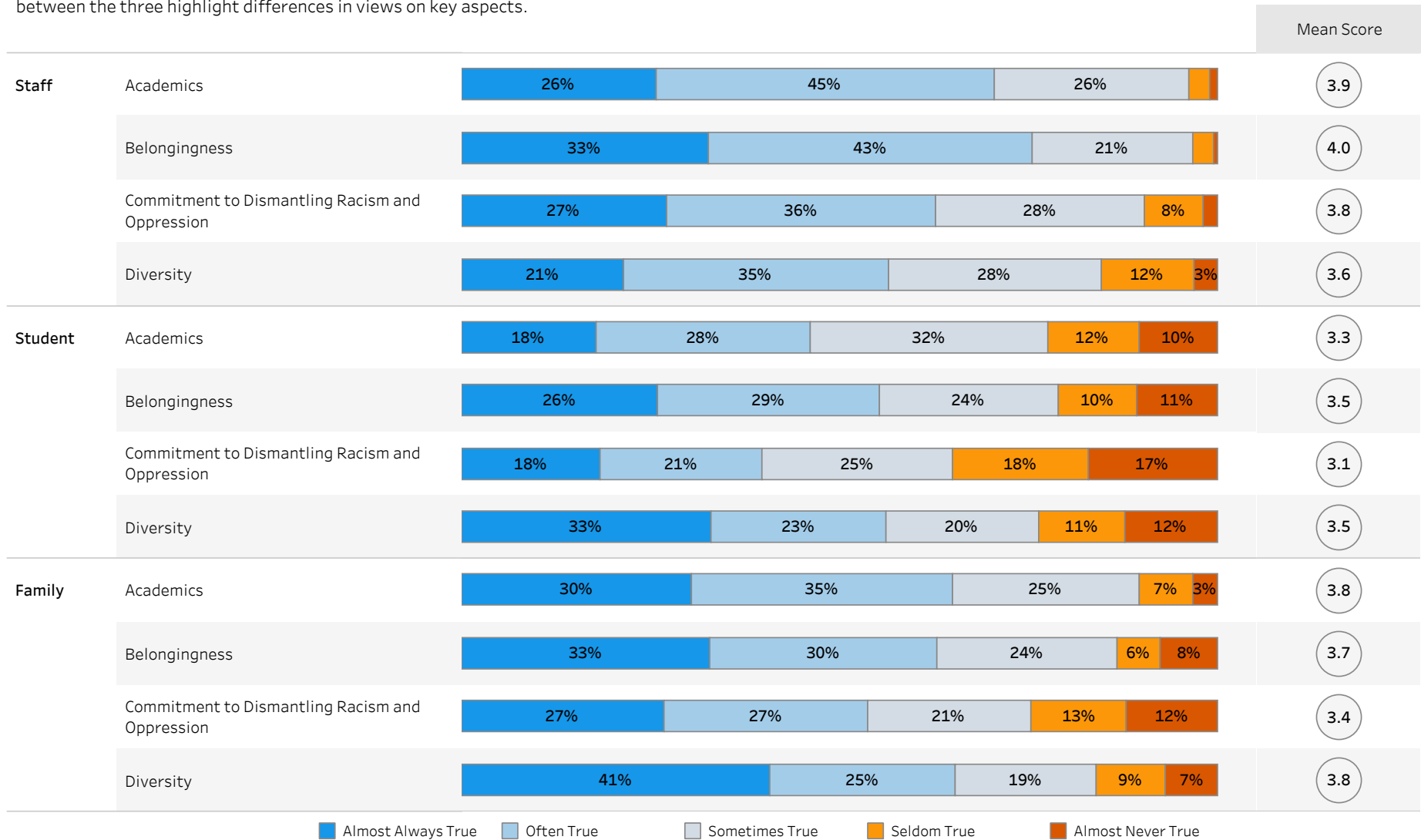


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# Diversity, Equity and Inclusion Summary

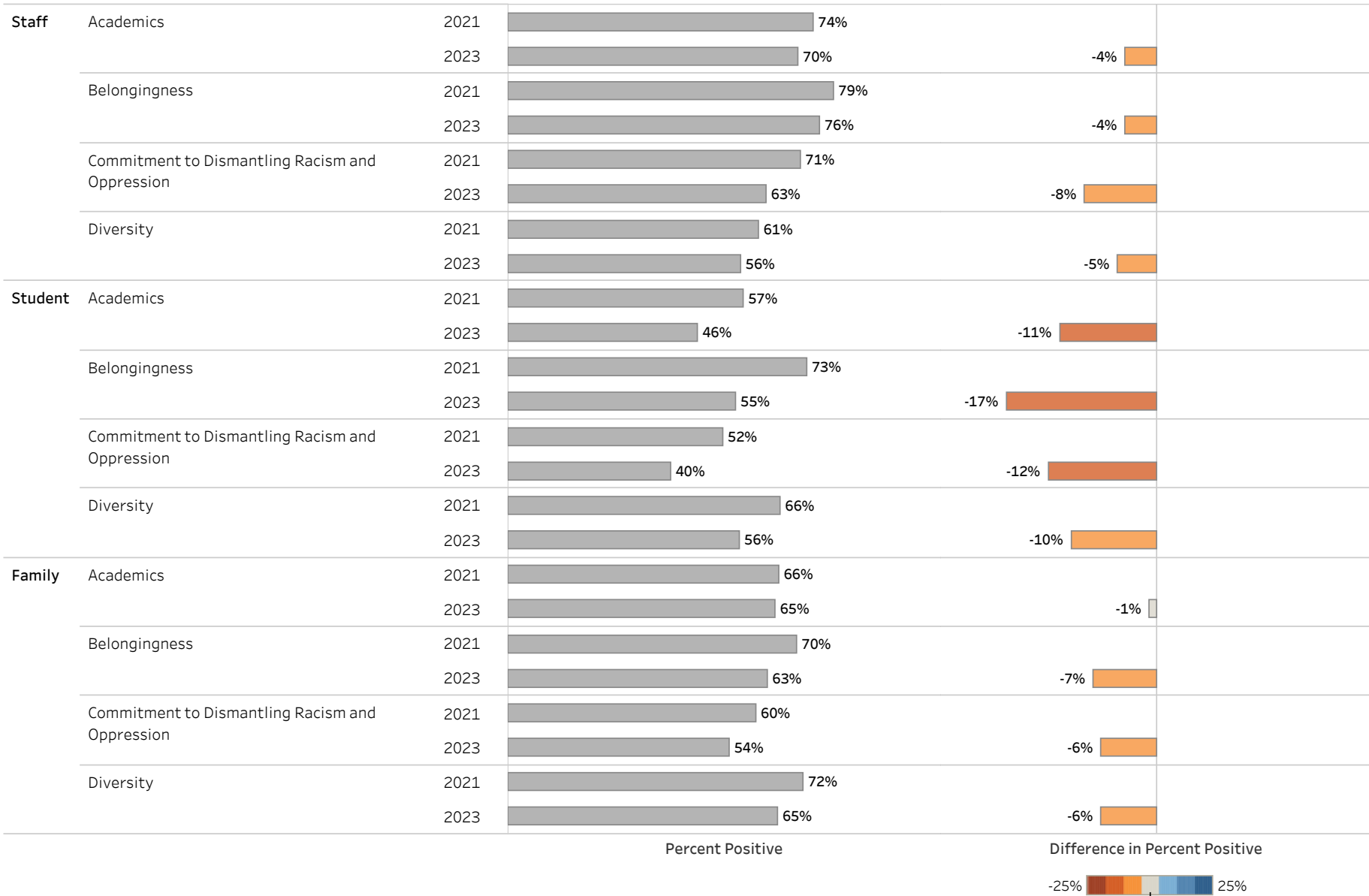
Pullman High School

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

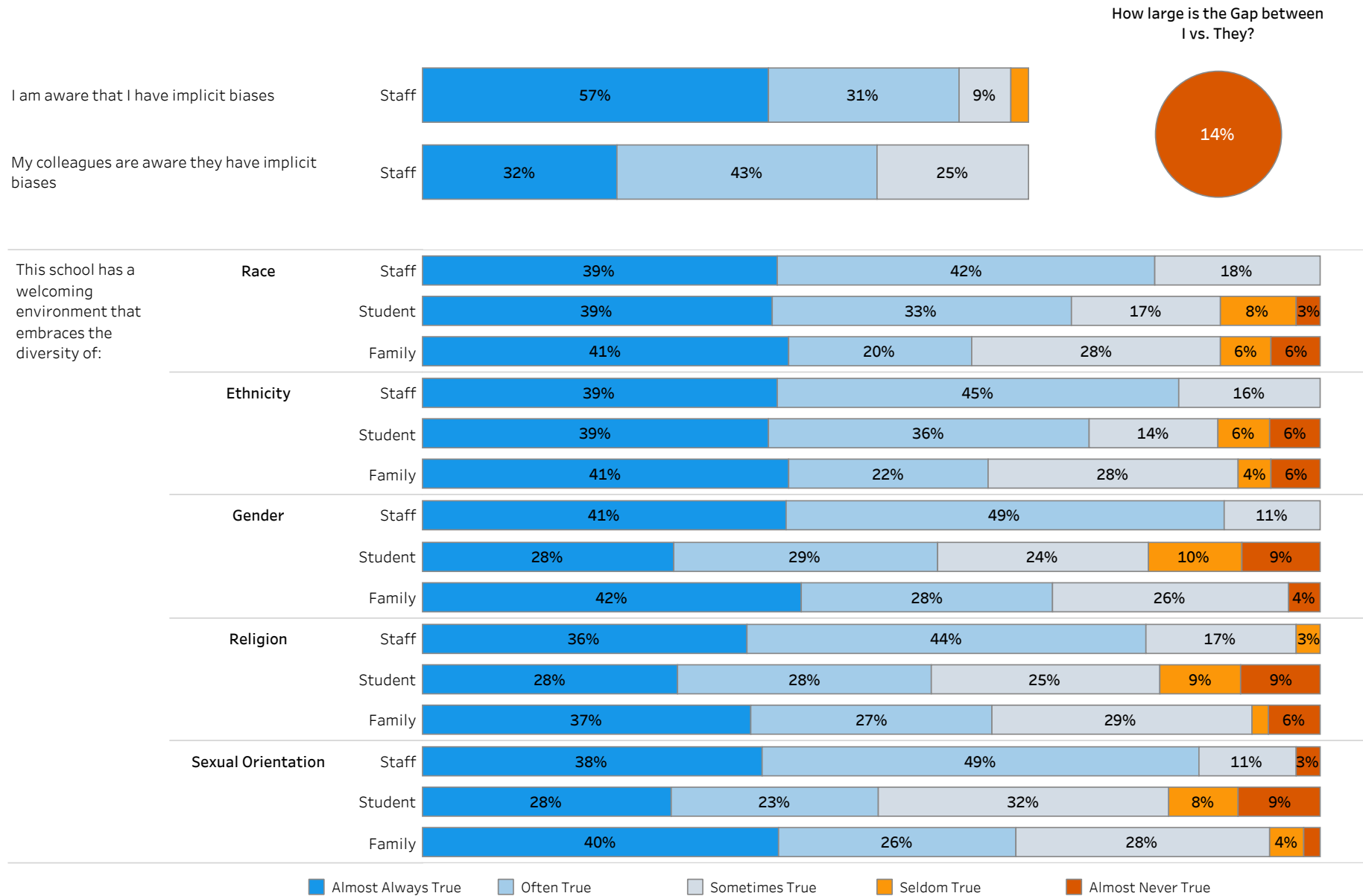


# Diversity, Equity and Inclusion Summary LONGITUDINAL

Pullman High School

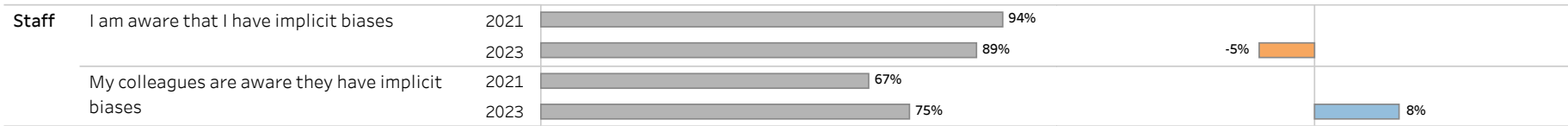


# Diversity, Equity and Inclusion - I vs. They Perspectives

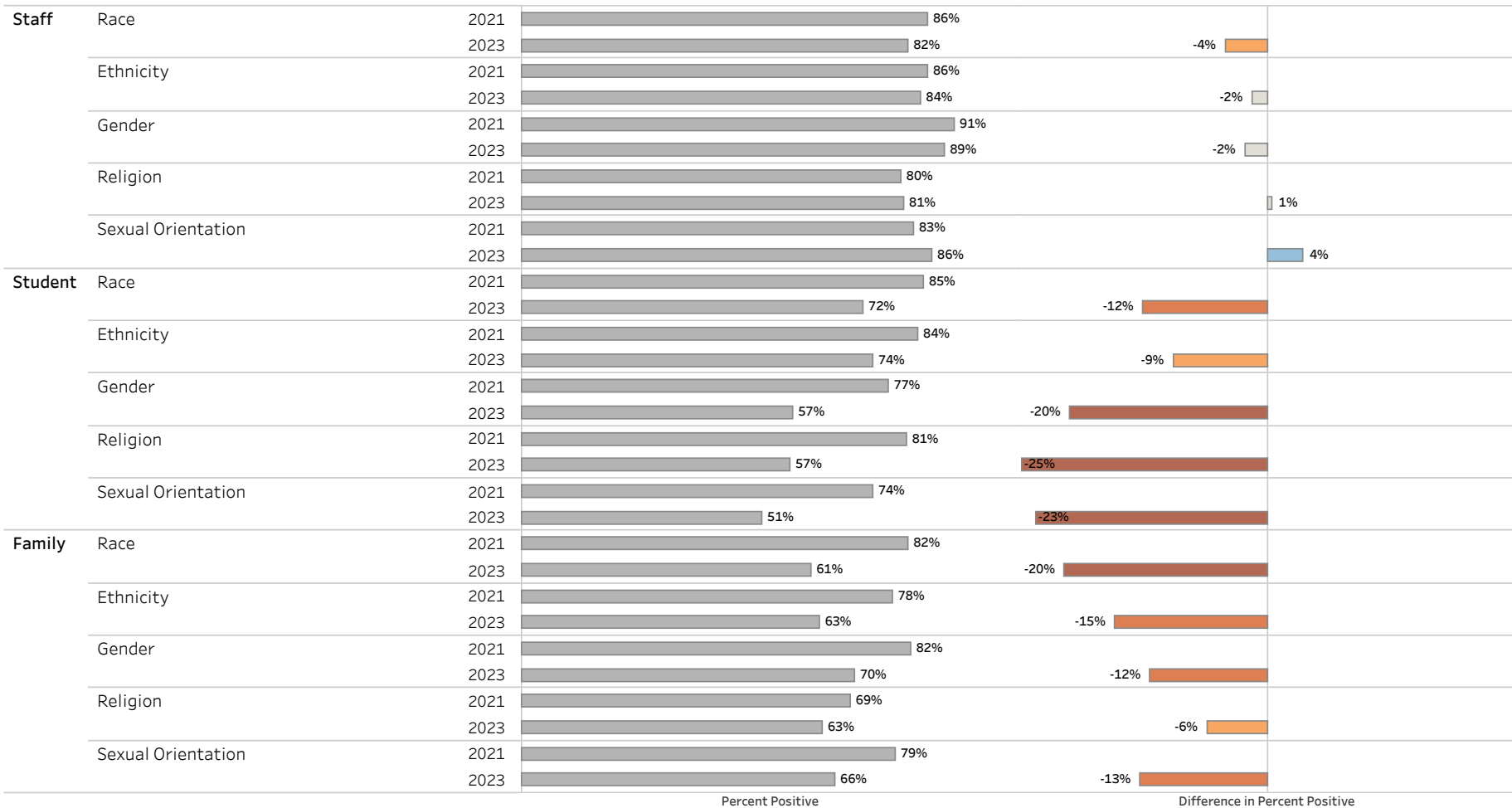


# Diversity, Equity and Inclusion - I vs. They Perspectives

## LONGITUDINAL



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



Percent Positive

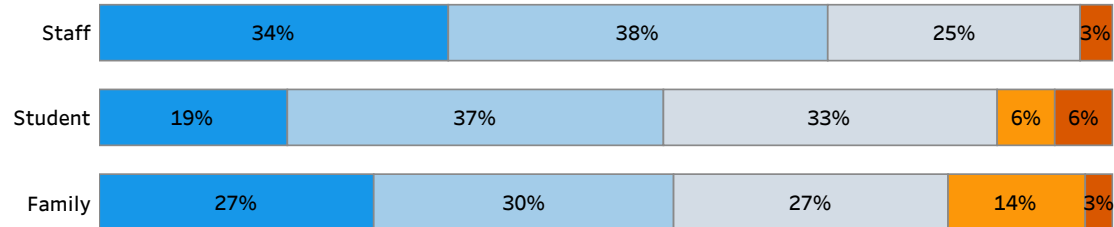
Difference in Percent Positive



# Diversity, Equity and Inclusion Common Questions

## Academics

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



## Commitment to Dismantling Racism and Oppression

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

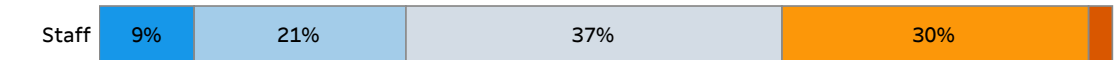


Student placement in advanced classes is not influenced by race, gender or socioeconomic levels



## Diversity

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



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

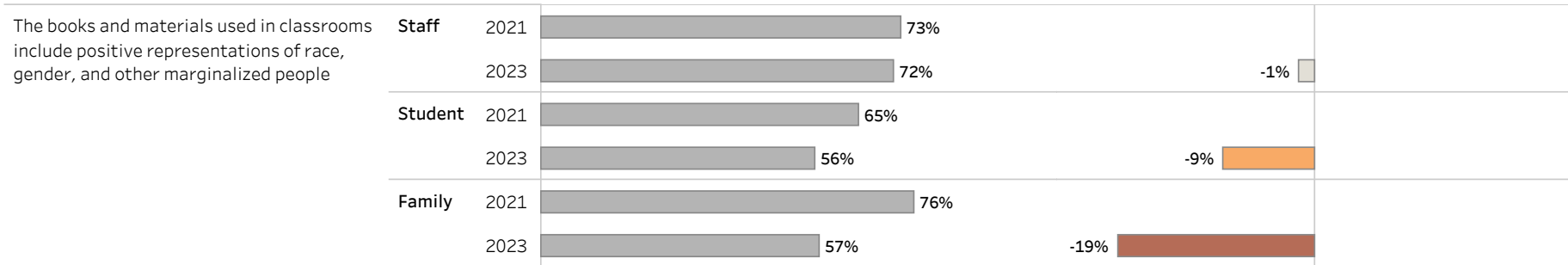


■ Almost Always True  
 ■ Often True  
 ■ Sometimes True  
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 ■ Almost Never True

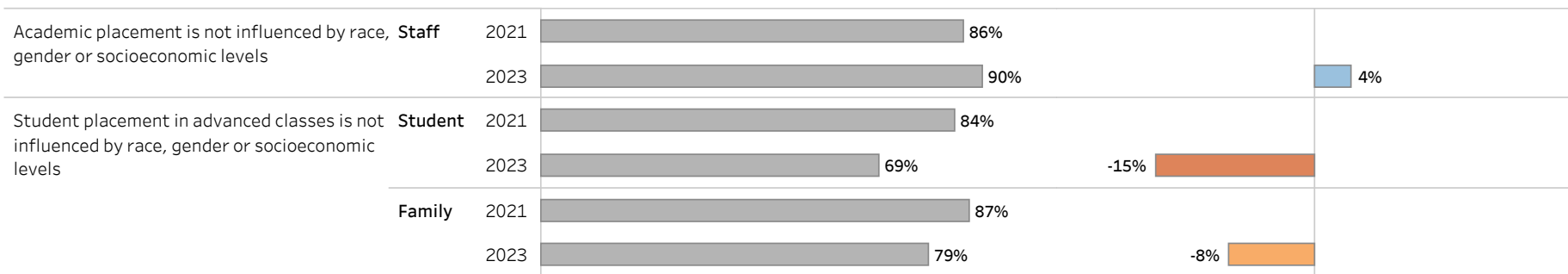
# Diversity, Equity and Inclusion Common Questions

## LONGITUDINAL

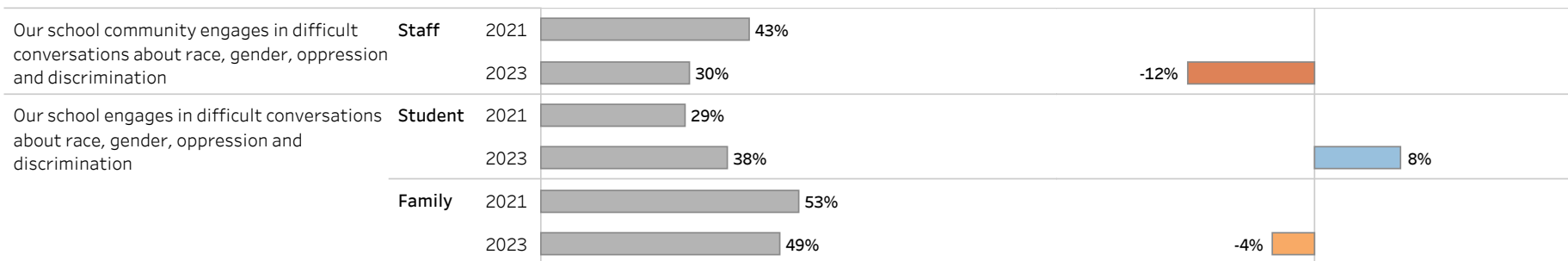
### Academics



### Commitment to Dismantling Racism and Oppression



### Diversity



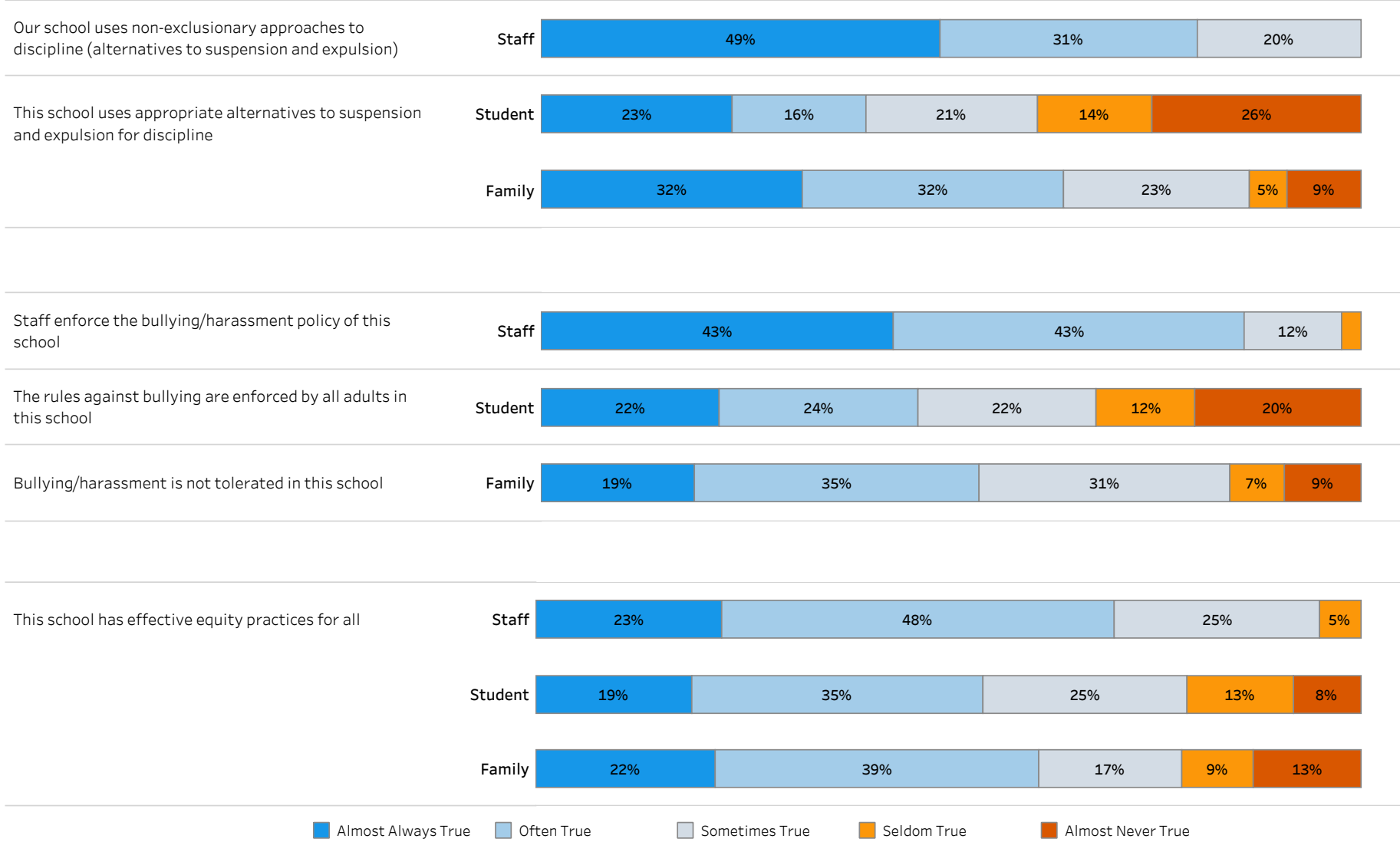
Percent Positive

Difference in Percent Positive





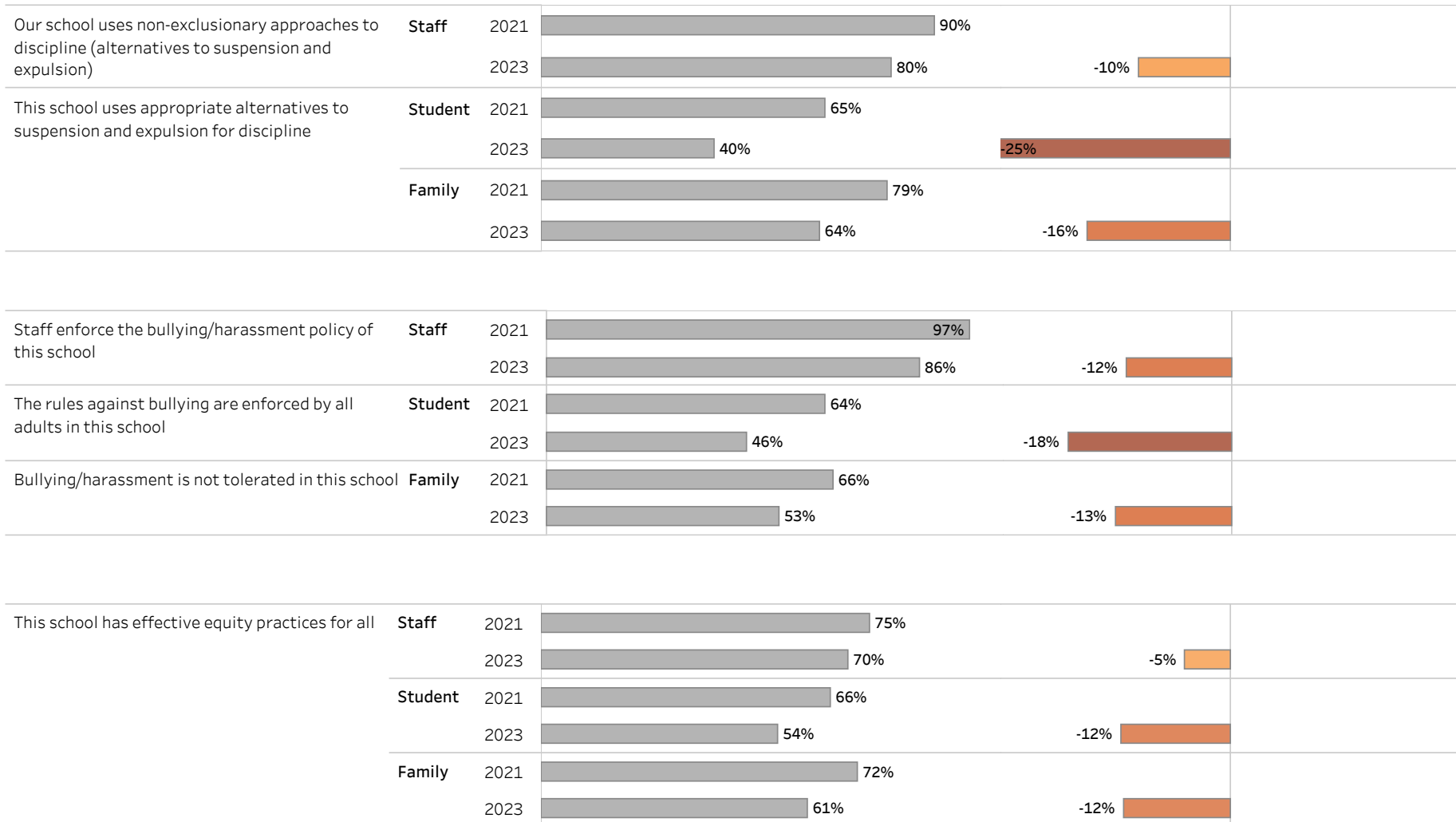
## Belongingness



# Diversity, Equity and Inclusion Common Questions

## LONGITUDINAL

### Belongingness



Percent Positive

Difference in Percent Positive



# Academics - Staff

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

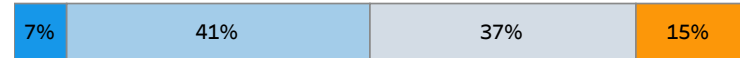
Students are provided tasks that require higher-level thinking skills



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



Instruction is personalized to meet the needs of each student



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

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



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



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



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

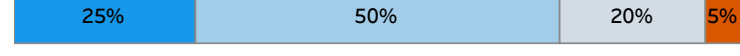
Staff I work with take responsibility for ensuring each student learns in our school



I consider my students' background when designing lessons



I believe that all students can meet state standards



Our staff believes that all students can meet state standards



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

# Academics - Staff LONGITUDINAL

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

Instruction is personalized to meet the needs of each student	2021	62%	
	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 marginalized people	2021	73%	
	2023	72%	-1%
Instructional practices incorporate the interests and strengths of the home cultures of the school's students and families	2021	66%	
	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 student population in our school	2021	57%	
	2023	67%	11%
I believe that all students can meet state standards	2021	71%	
	2023	75%	4%
I consider my students' background when designing lessons	2021	77%	
	2023	77%	0%
Our staff believes that all students can meet state standards	2021	73%	
	2023	65%	
Staff I work with take responsibility for ensuring each student learns in our school	2021	95%	
	2023	88%	

Percent Positive

Difference in Percent Positive



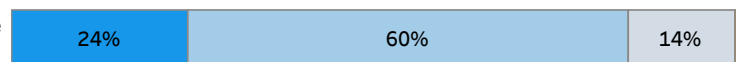
# Belongingness - Staff

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

Staff at this school value and respect all students



Students believe the adults in this school genuinely care about them



Students believe this school is a safe place



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

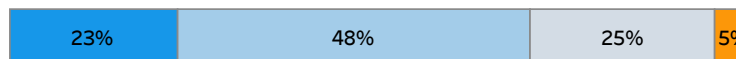
Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)



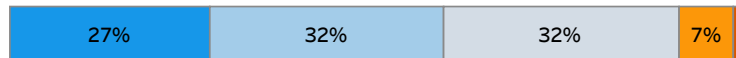
Staff enforce the bullying/harassment policy of this school



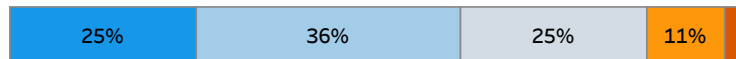
This school has effective equity practices for all



I receive training on instruction to support social emotional learning



Our district has a social emotional framework (standards)

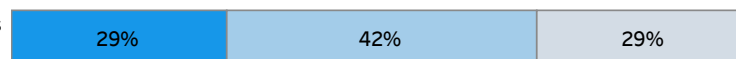


Students feel they have a voice and are beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents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

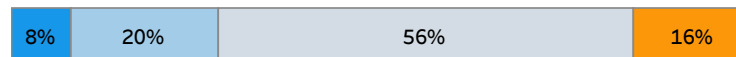
My principal collaborates with people and organizations outside this school to support teachers and students



This school includes students when addressing all forms of bias



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



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

# Belongingness - Staff LONGITUDINAL

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Staff at this school value and respect all students	2021	95%	
	2023	90%	-4%
Students believe the adults in this school genuinely care about them	2021	92%	
	2023	83%	-9%
Students believe this school is a safe place	2021	73%	
	2023	62%	-11%
I receive training on instruction to support social emotional learning	2021	47%	
	2023	59%	11%
Our district has a social emotional framework (standards)	2021	46%	
	2023	61%	15%
Our school uses non-exclusionary approaches to discipline (alternatives to suspension and expulsion)	2021	90%	
	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%
A diverse representation of parents and community members are involved in school decision-making	2021	41%	
	2023	28%	-13%
My principal collaborates with people and organizations outside this school to support teachers and students	2021	89%	
	2023	76%	-12%
This school includes students when addressing all forms of bias	2021	75%	
	2023	71%	-4%

Percent Positive

Difference in Percent Positive

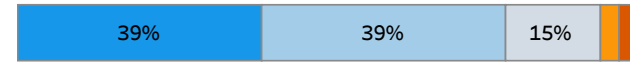


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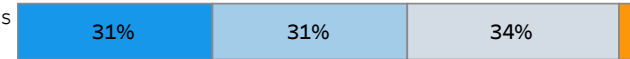
# Commitment to Dismantling Racism and Oppression - Staff

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

This school provides curriculum that is relevant and meaningful



Learning opportunities include enrichment experiences for all students

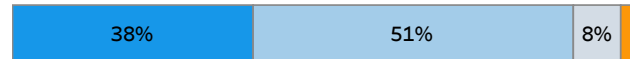


I incorporate social emotional instruction into my daily instructional delivery

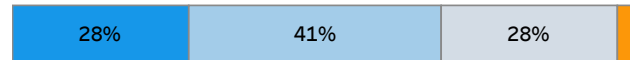


Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists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

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



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

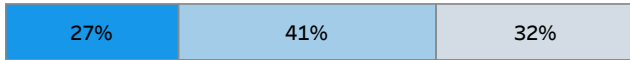


A proportional amount of students of color, low income and students with disabilities are included in the most..

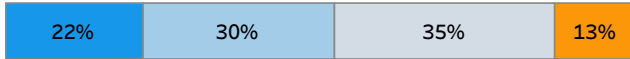


Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as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

Our school responds to disproportionality data to improve equity

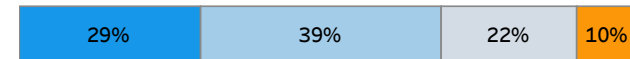


Our school has specific goals around reducing disproportionalities

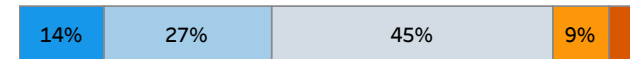


Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class,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

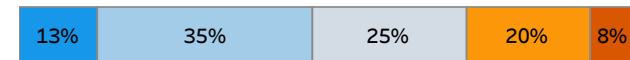
This school encourages parent involvement in their child's learning



The school partners with diverse community assets



With important decisions we seek input from parents and the community



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

# Commitment to Dismantling Racism and Oppression - Staff

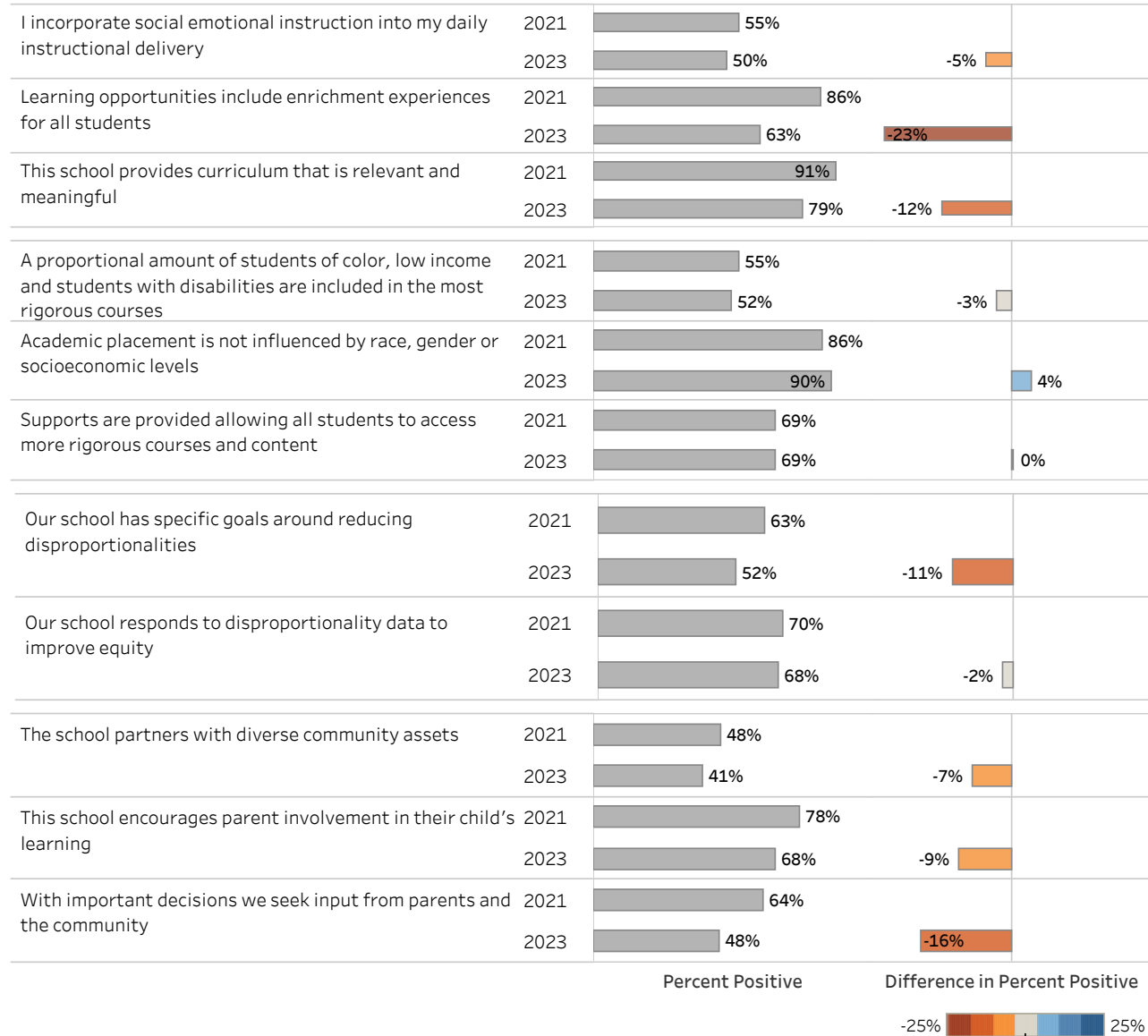
## LONGITUDINAL

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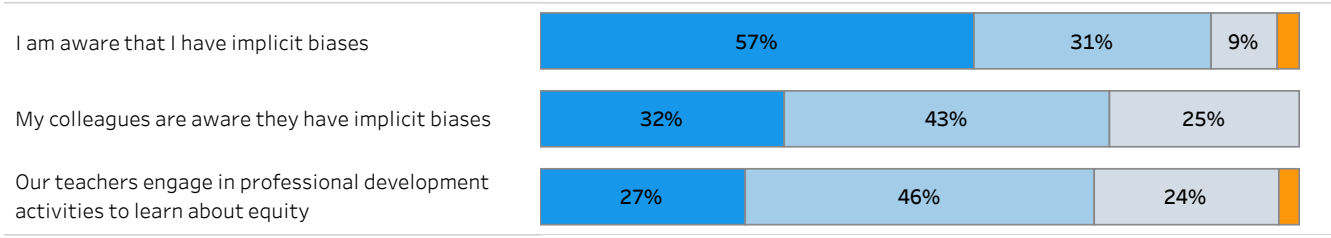
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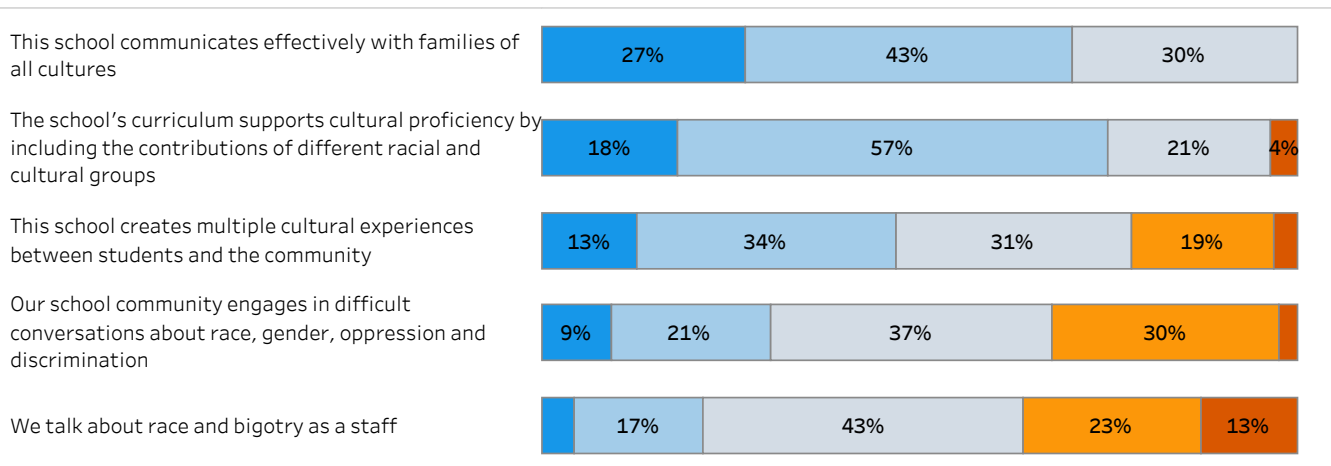


## Diversity - Staff

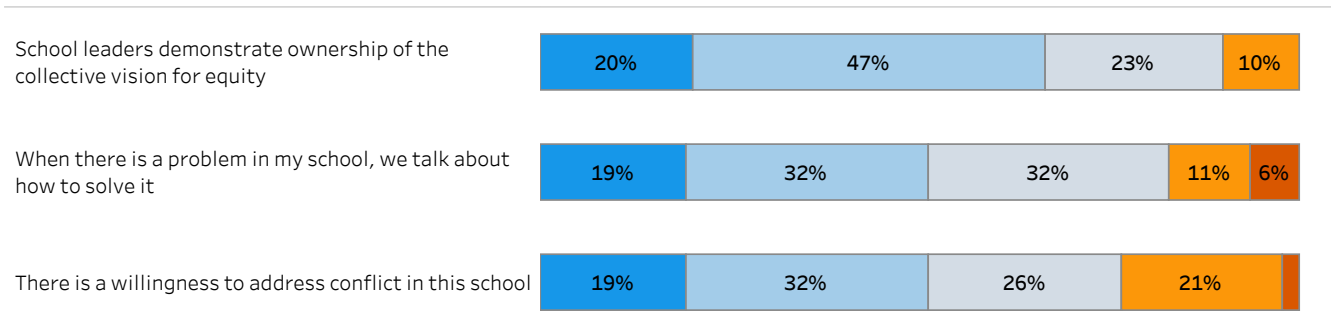
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



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



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



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

# Diversity - Staff LONGITUDINAL

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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 activities to learn about equity	2021	72%	
	2023	73%	1%
Our school community engages in difficult conversations about race, gender, oppression and discrimination	2021	43%	
	2023	30%	-12%
The school's curriculum supports cultural proficiency by including the contributions of different racial and cultural groups	2021	59%	
	2023	75%	16%
This school communicates effectively with families of all cultures	2021	79%	
	2023	70%	-9%
This school creates multiple cultural experiences between students and the community	2021	40%	
	2023	47%	7%
We talk about race and bigotry as a staff	2021	25%	
	2023	21%	-4%
School leaders demonstrate ownership of the collective vision for equity	2021	77%	
	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%

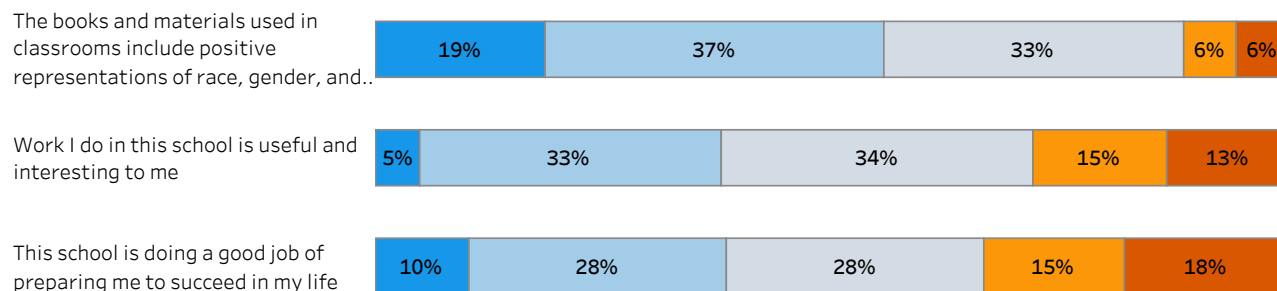
Percent Positive

Difference in Percent Positive

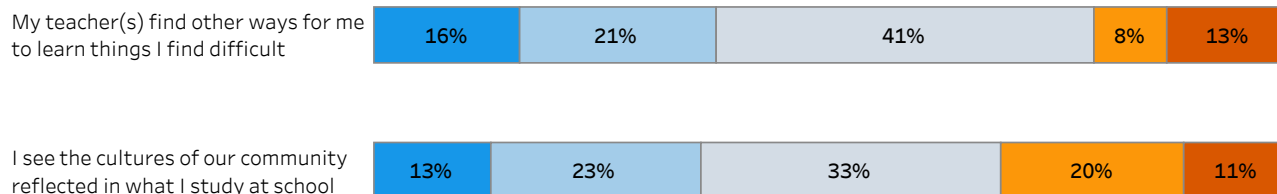


# Academics - Student

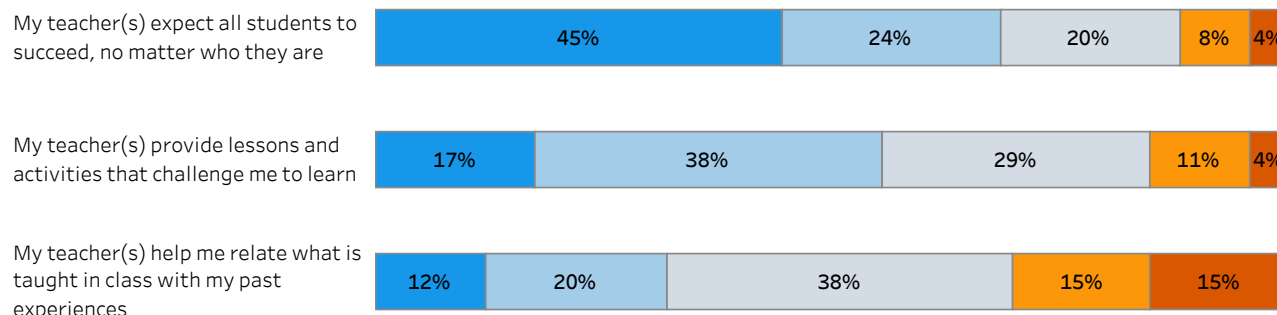
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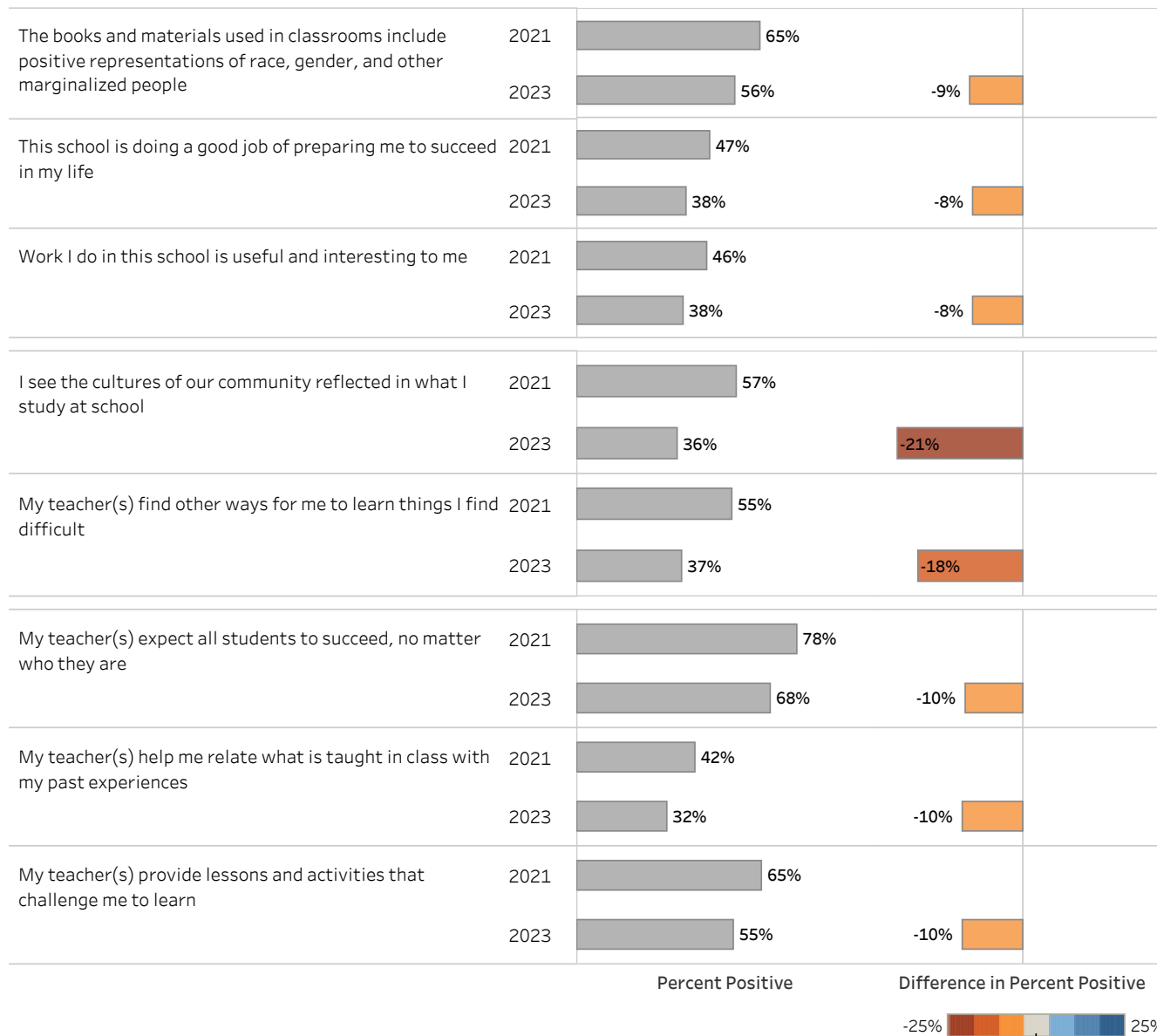
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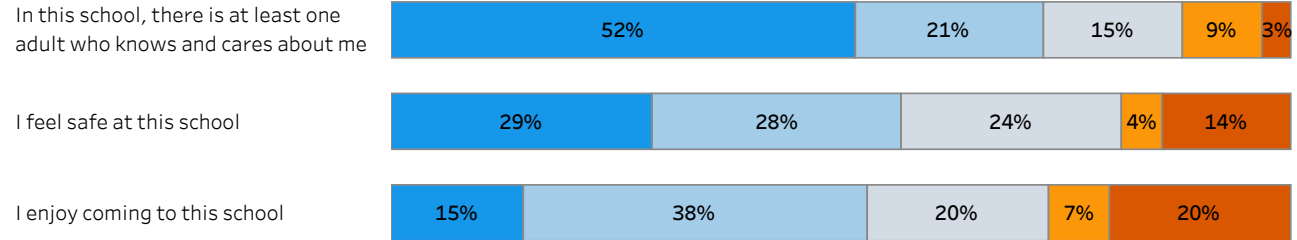
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Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.

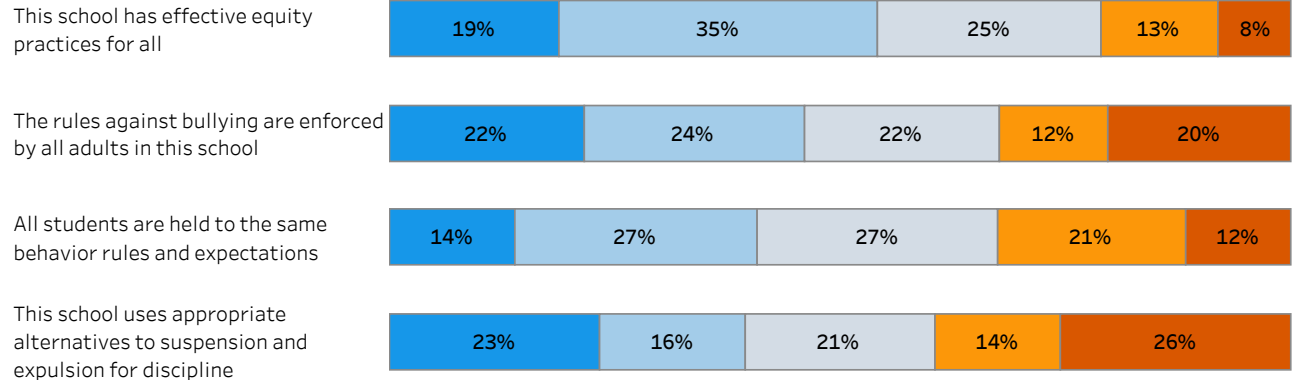


# Belongingness - Student

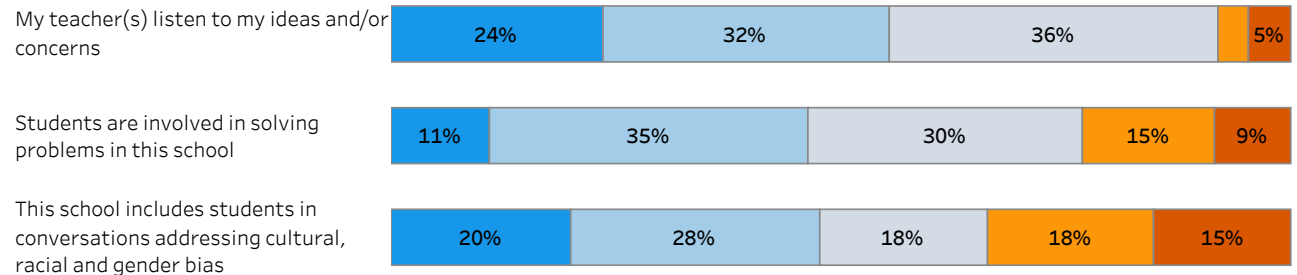
A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.



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



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



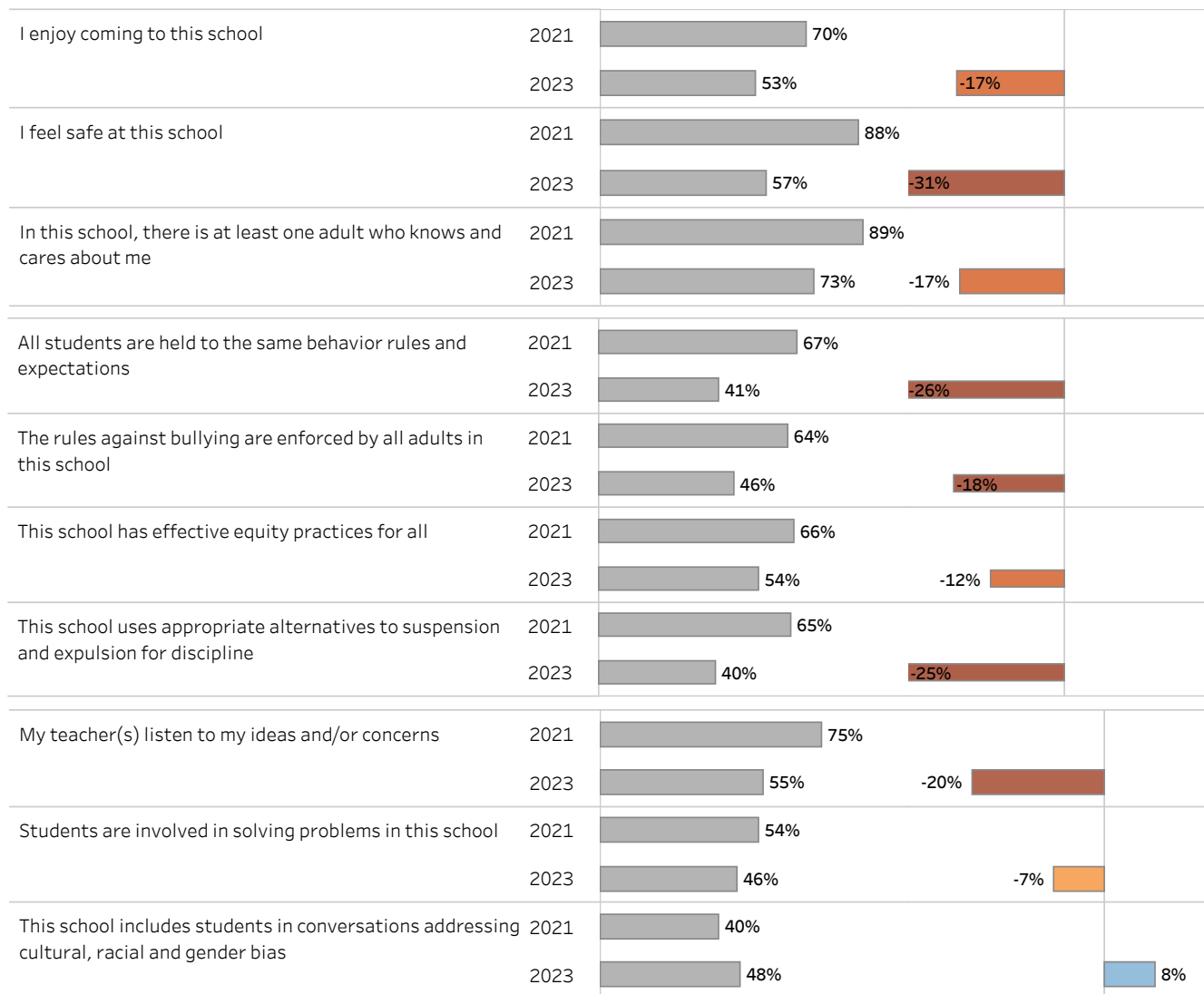
■ Almost Always True  
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# Belongingness - Student LONGITUDINAL

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Percent Positive

Difference in Percent Positive



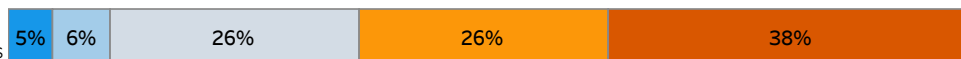
# Commitment to Dismantling Racism and Oppression - Student

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

In my classes, we talk about how to better get along with others



In my classes, I learn how to better understand my emotions

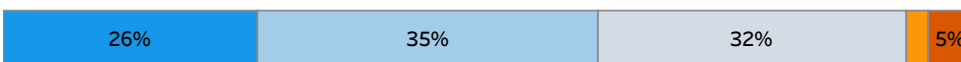


Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists 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



All students have access to rigorous courses and supports

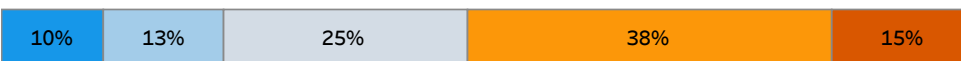


In this school, students get extra help when they need it



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.

My school creates community projects for students that support my culture



My school includes parents and the community in conversations about race, class, and gender equity



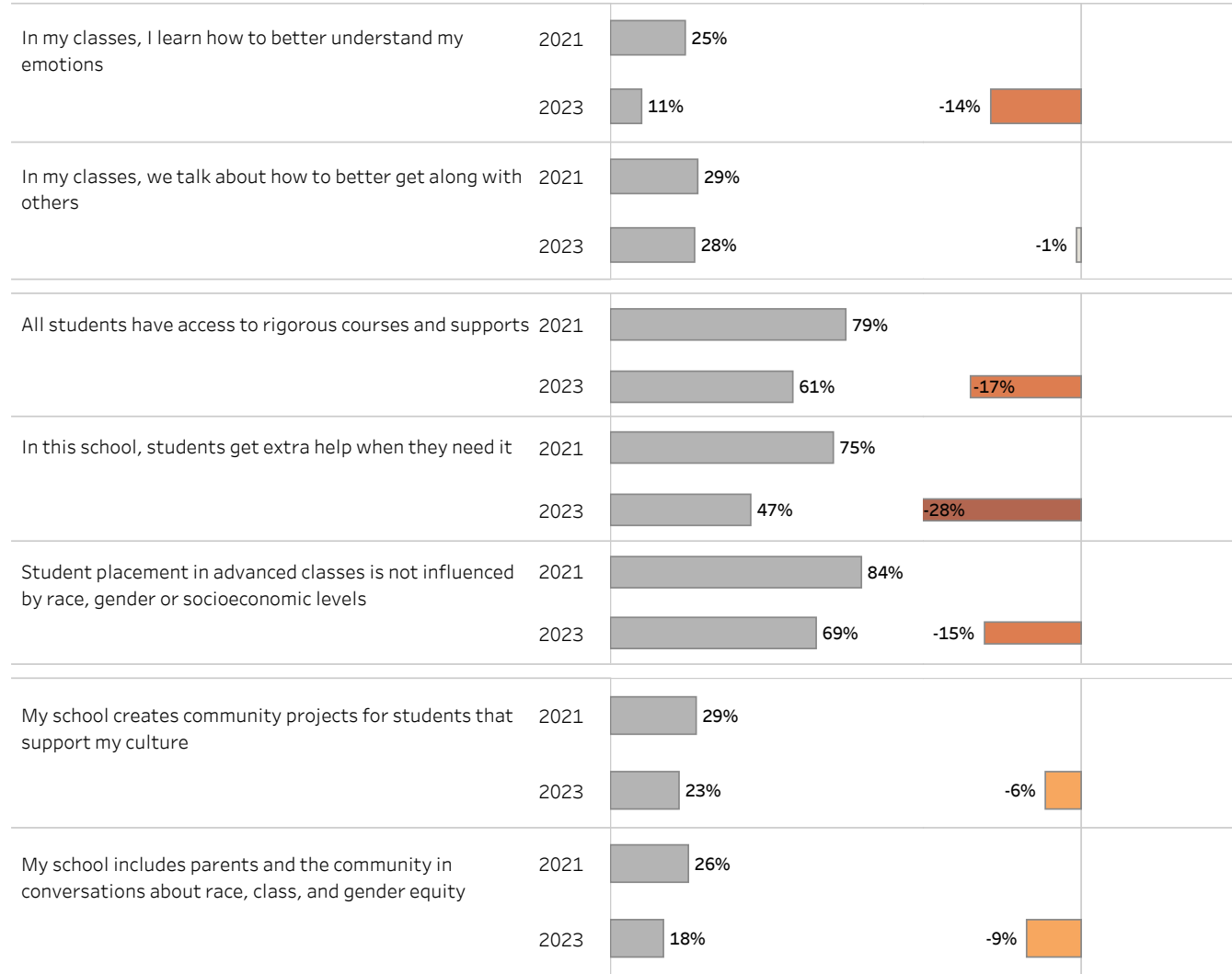
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## LONGITUDINAL

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Percent Positive

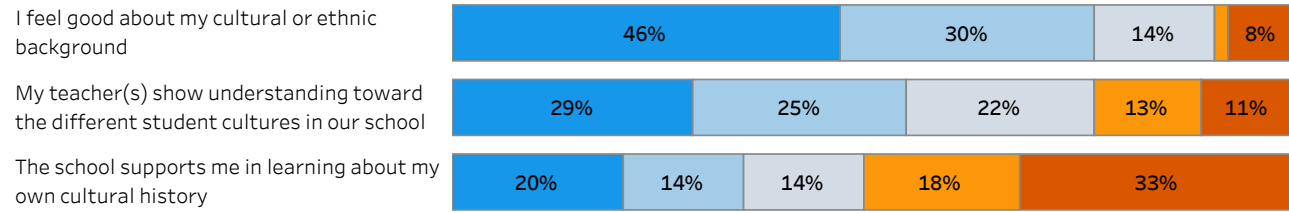
Difference in Percent Positive



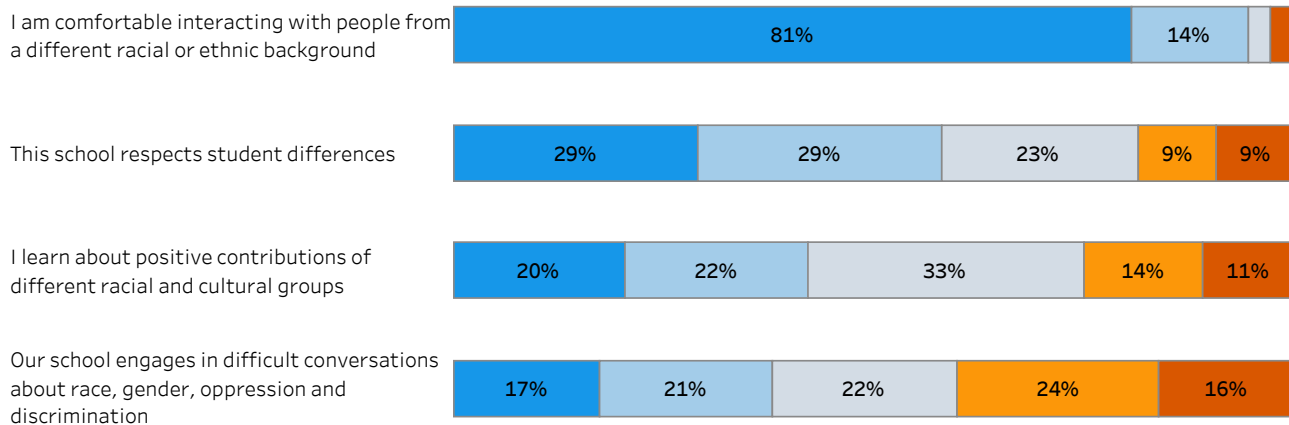


# Diversity - Student

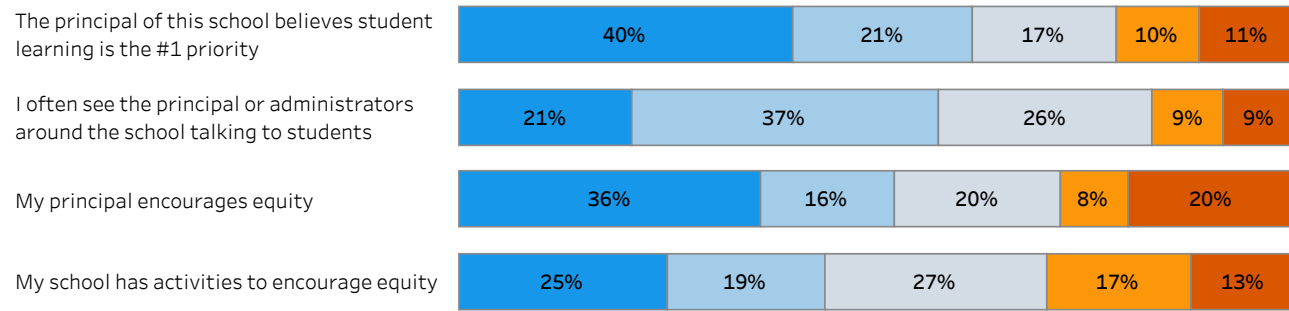
Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.



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



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



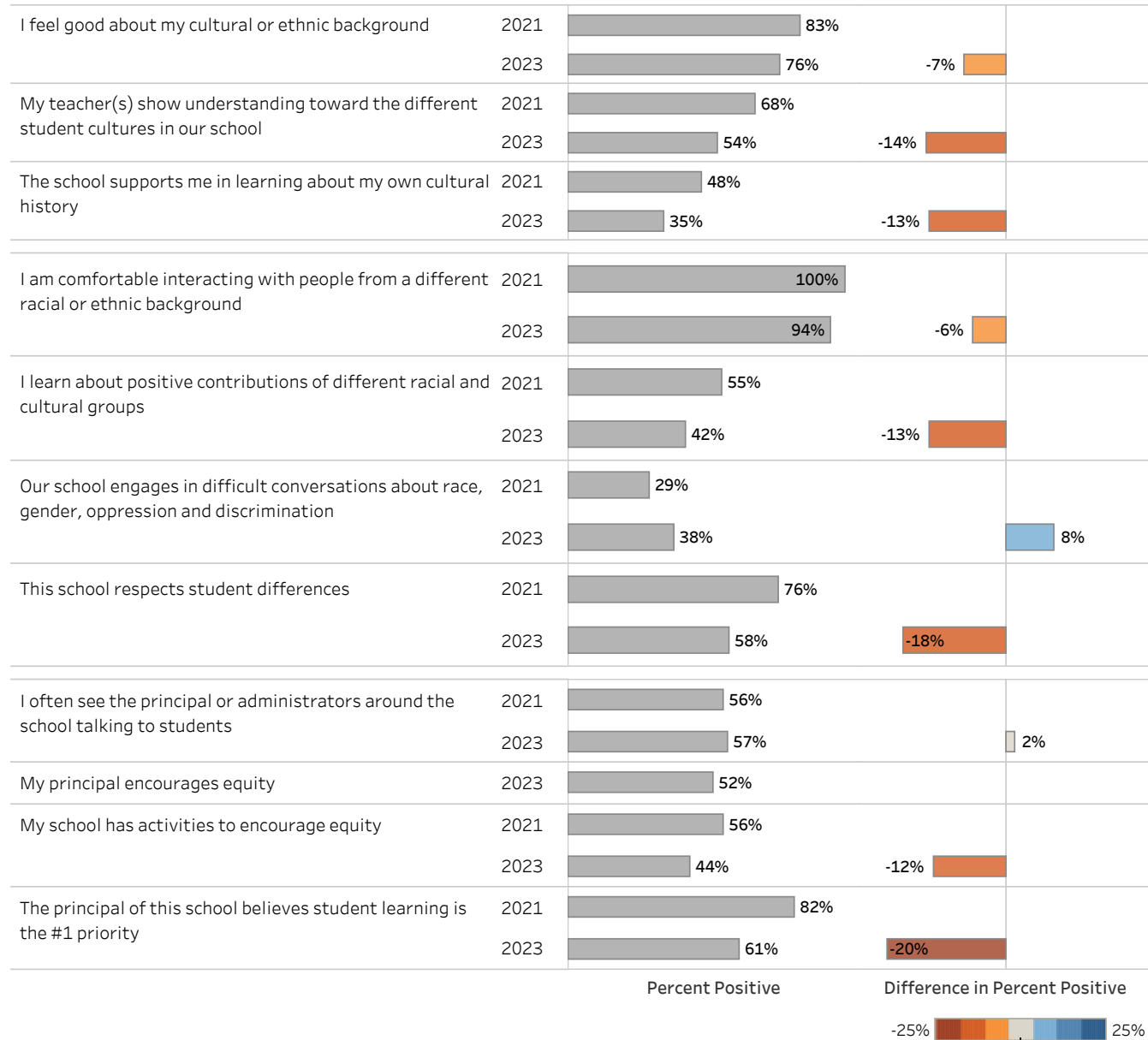
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# Diversity - Student LONGITUDINAL

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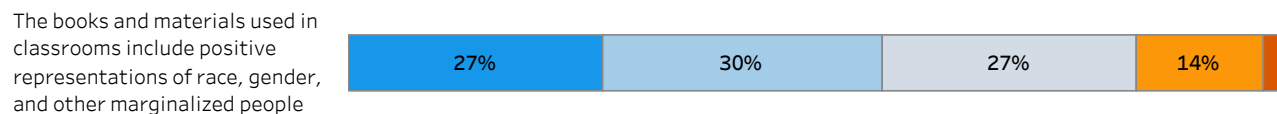
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# Academics - Family

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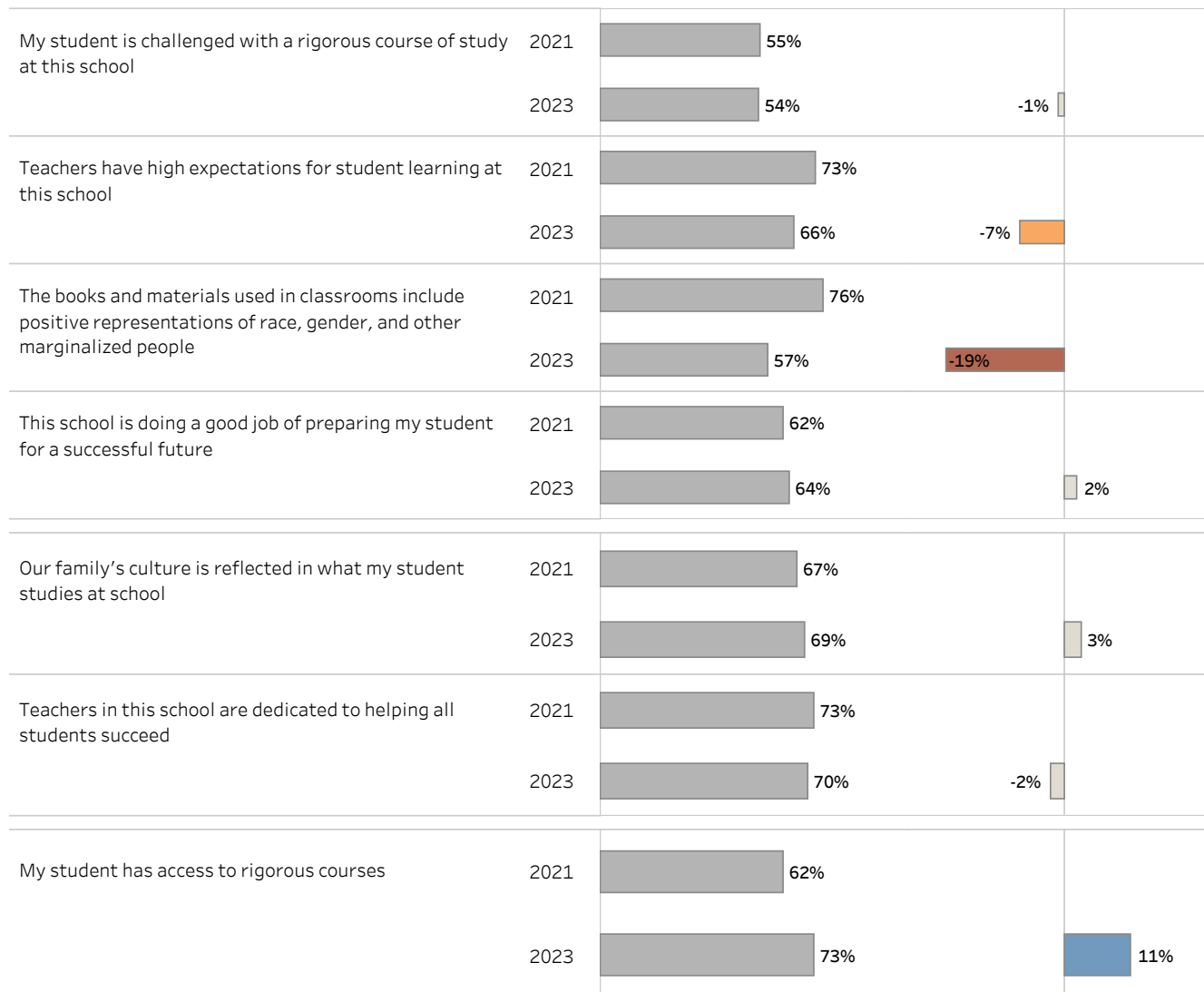
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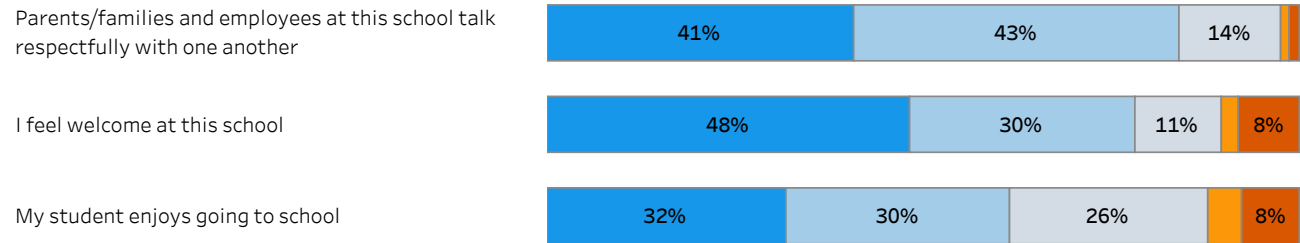
Percent Positive

Difference in Percent Positive

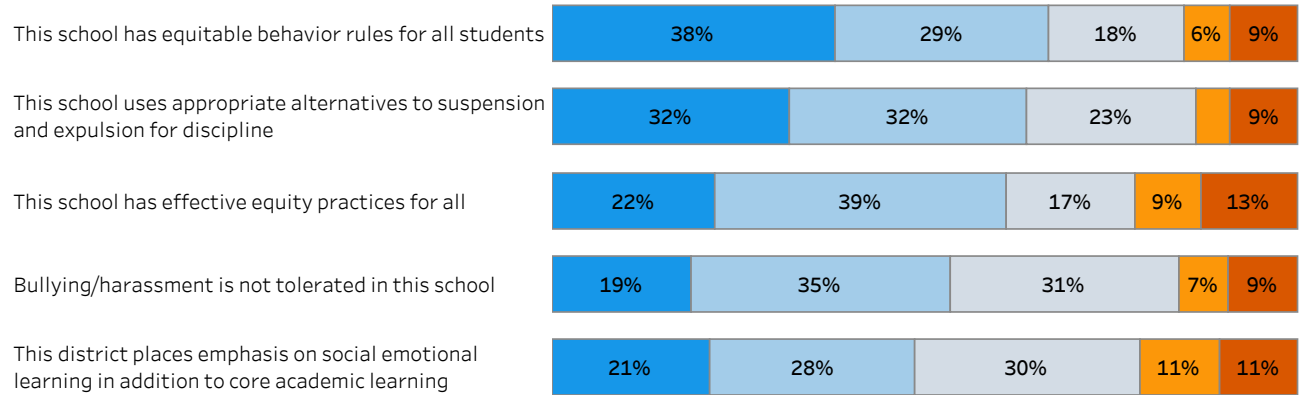


# Belongingness - Family

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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.



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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 respectfully with one another	2021	80%	
	2023	84%	4%
Bullying/harassment is not tolerated in this school	2021	66%	
	2023	53%	-13%
This district places emphasis on social emotional learning in addition to core academic learning	2021	50%	
	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 and expulsion for discipline	2021	79%	
	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 Racism and Oppression - Family

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



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



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

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



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

This school respects the different cultures represented in our community



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



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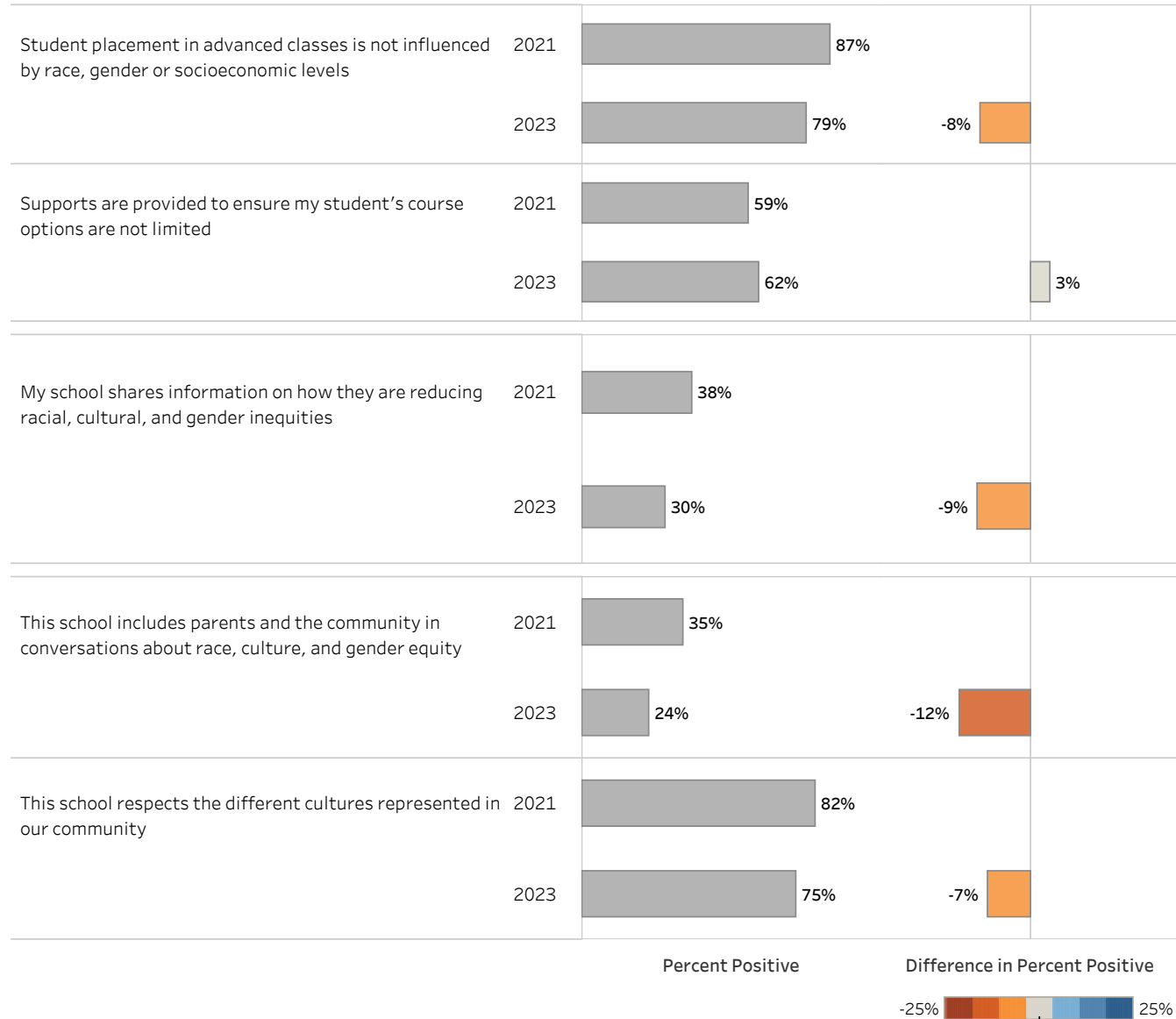
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## Diversity - Family

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My student's teachers embrace my student's culture

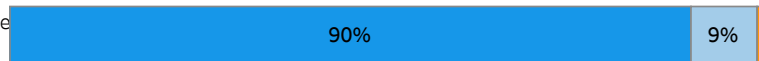


My student learns about the cultures of our community at their school



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.

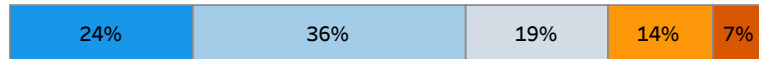
Communications/materials I receive from the school are in a language I can understand



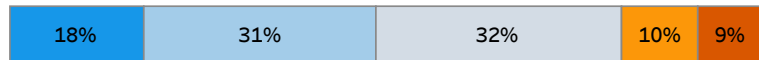
Adults in this school value and respect my racial/cultural identity



My student learns about positive contributions of different racial and cultural groups

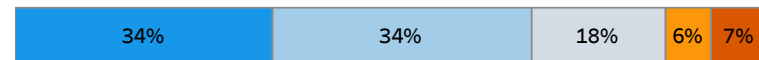


Our school engages in difficult conversations about race, gender, oppression and discrimination

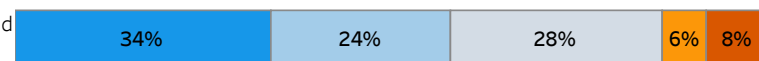


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Actions of school leaders promote a shared commitment for equity



This school addresses issues of diversity in a timely and effective manner



My school has activities to encourage equity



■ Almost Always True  
 ■ Often True  
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# Diversity - Family LONGITUDINAL

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