

Educational Effectiveness Survey™



The Center for Educational Effectiveness

9 Characteristics of High Performing Schools

Student Edition v4.1

Pullman High School

Pullman Public Schools

2021
N=111

2023
N=92





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Better Data. Better Decisions. Better Schools.

Introduction

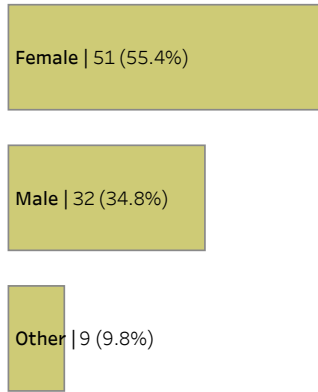
Educational Effectiveness Survey, Student SEL Edition

While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools known as the 9 Characteristics. Successful schools engaged in improvement activities focus on these characteristics of “organizational and educator capacity” to create and improve the system(s) that ultimately drive performance outcomes. Understanding the perceptions of your student population is essential to inform changes for improvement.

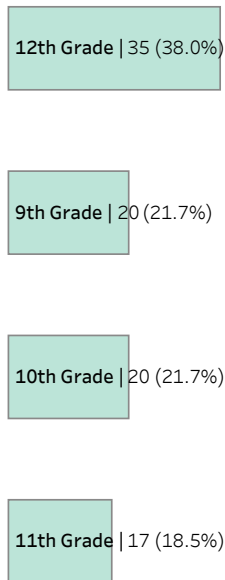
Student voice is an integral part of compiling an accurate view of these school improvement constructs. In both stand-alone reporting and through common questions between staff, students, and families, the EES Student survey brings this voice to the table. Beyond the value for school staff to learn from student perspectives, CEE can make the EES Student data available to student leadership through the interactive tools. This allows students to take ownership of the school culture, efforts to improve this culture, and the ability to monitor growth over time.

Demographics

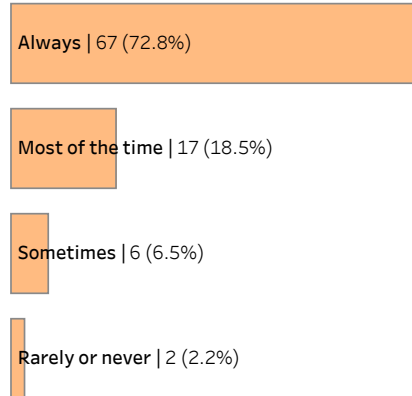
Gender



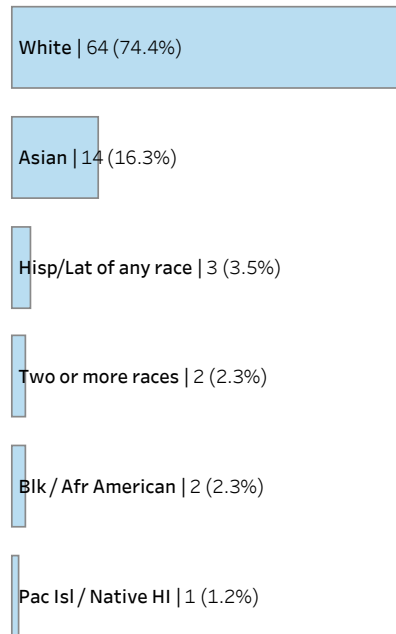
Grade



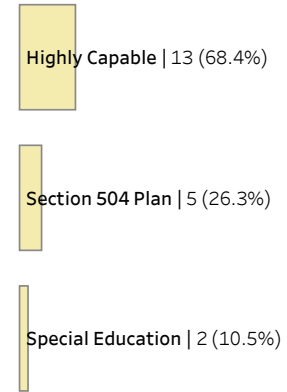
English at Home



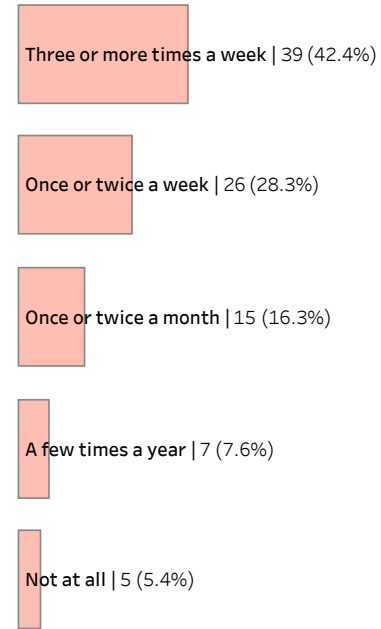
Ethnicity



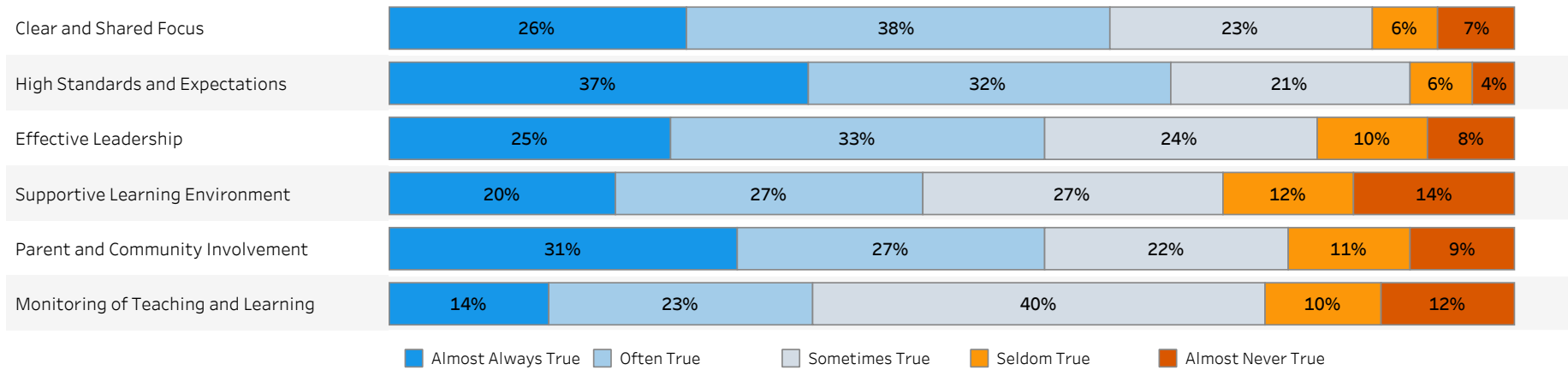
Services



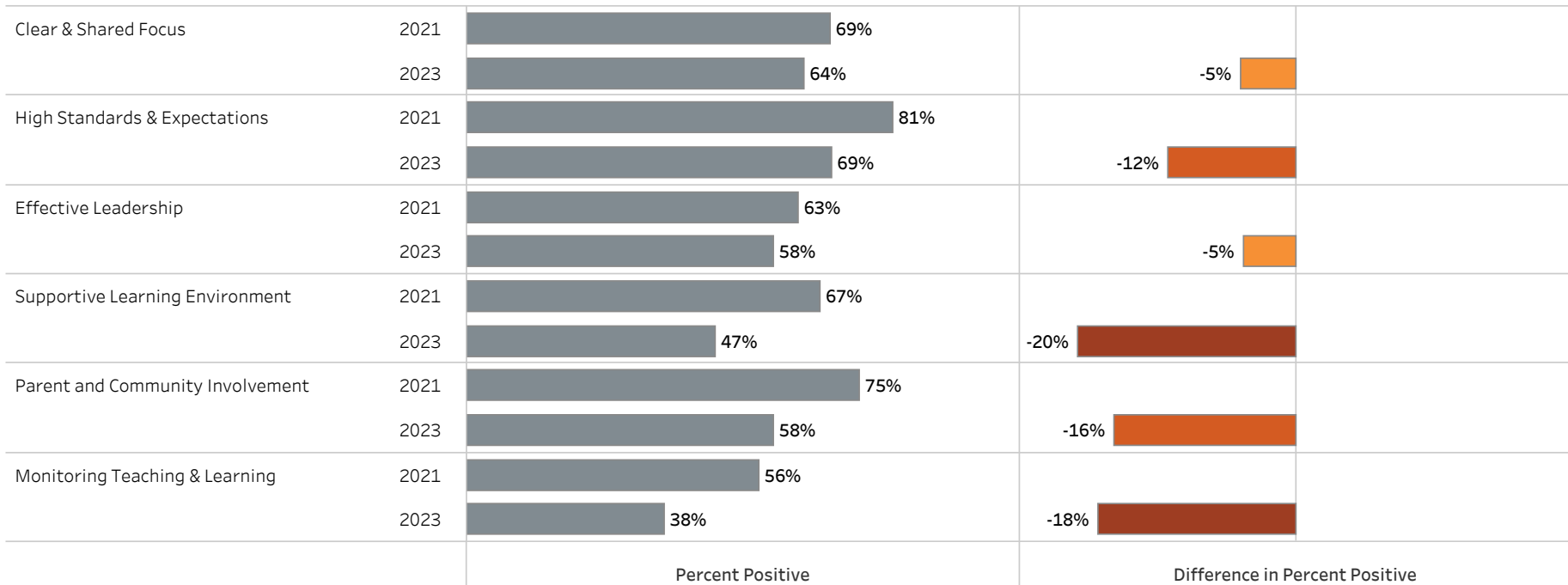
Activities



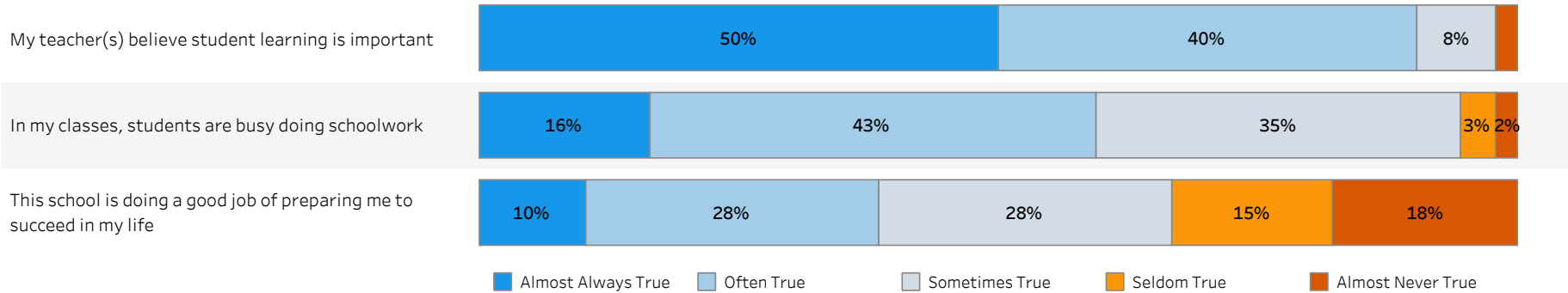
9 Characteristics Summary



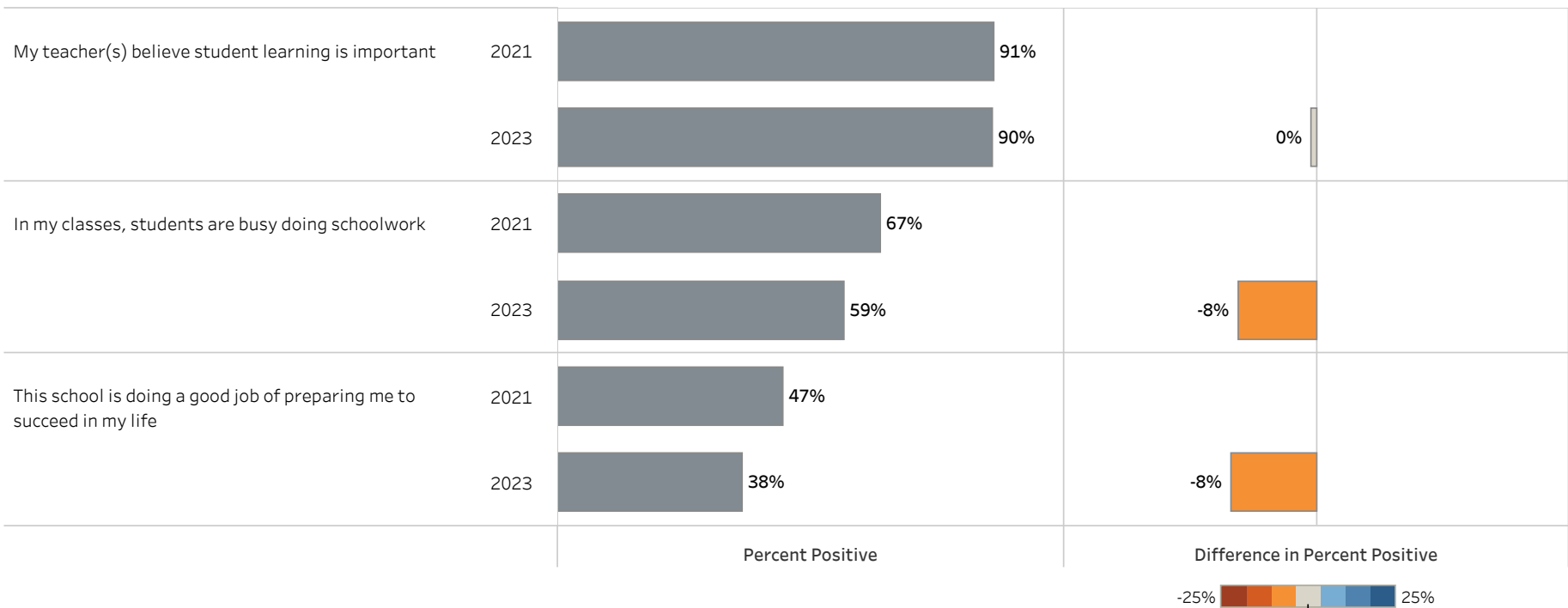
9 Characteristics LONGITUDINAL



Clear and Shared Focus

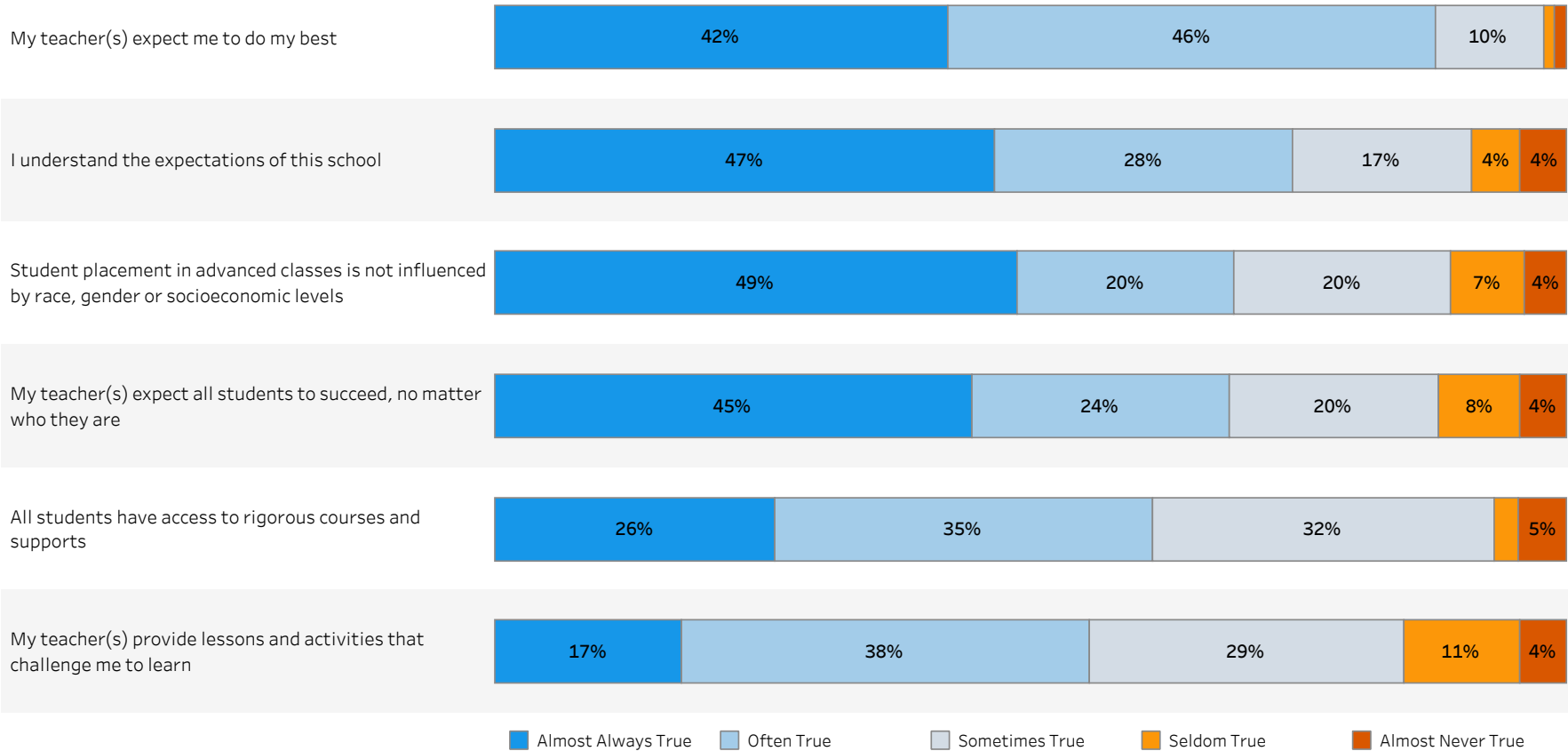


Clear and Shared Focus LONGITUDINAL



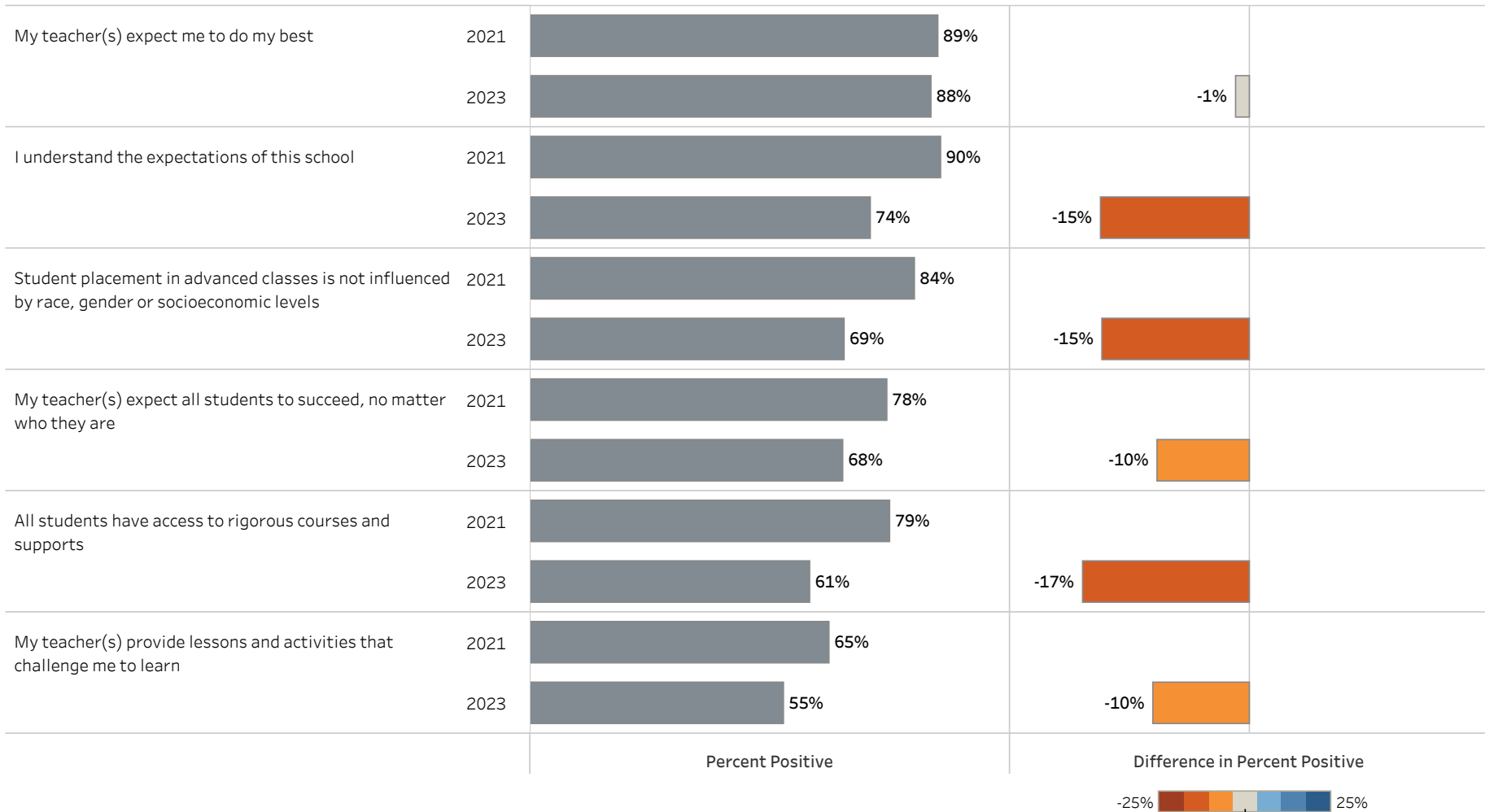
High Standards and Expectations

Pullman High School



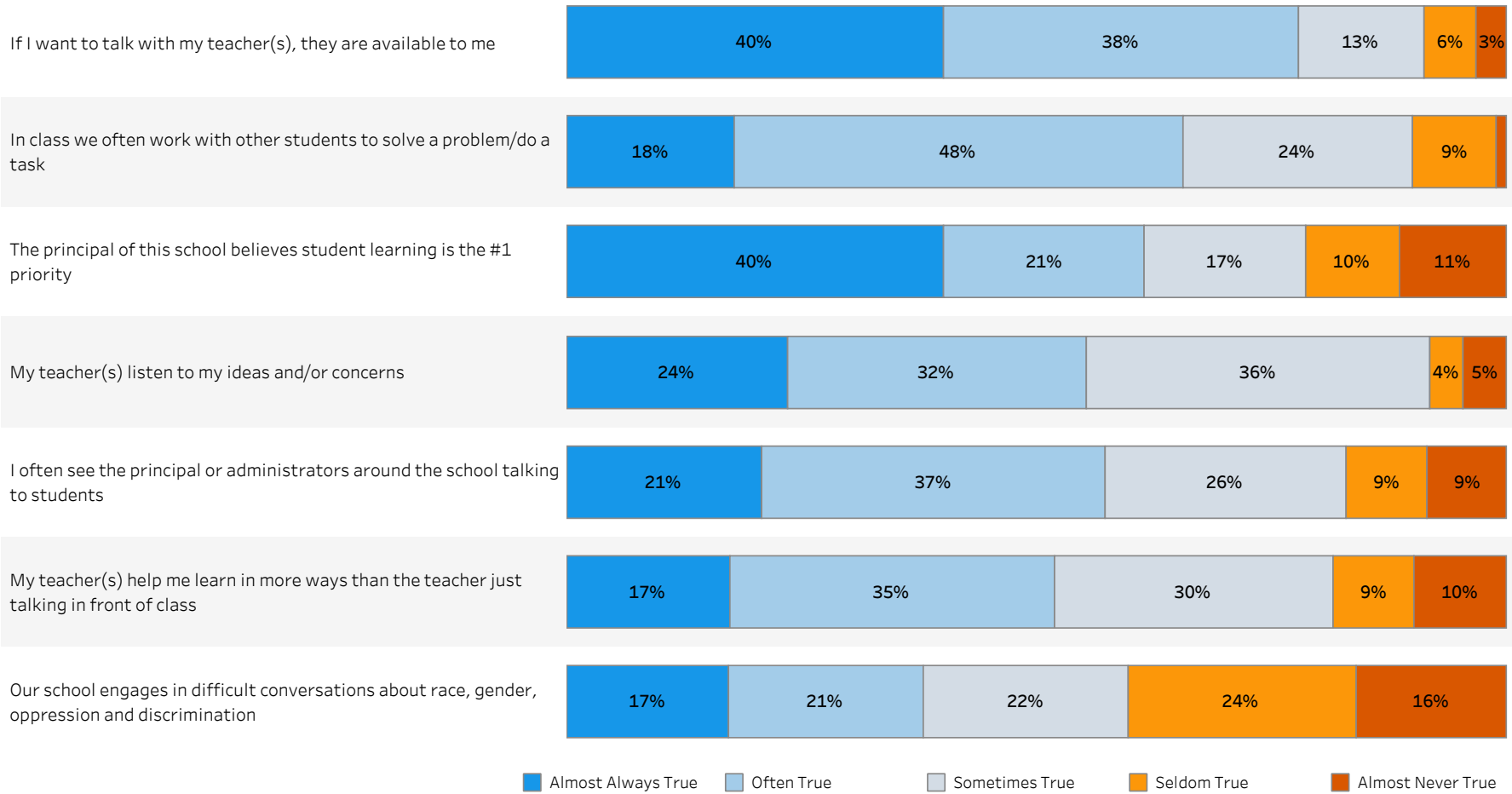
High Standards and Expectations

LONGITUDINAL



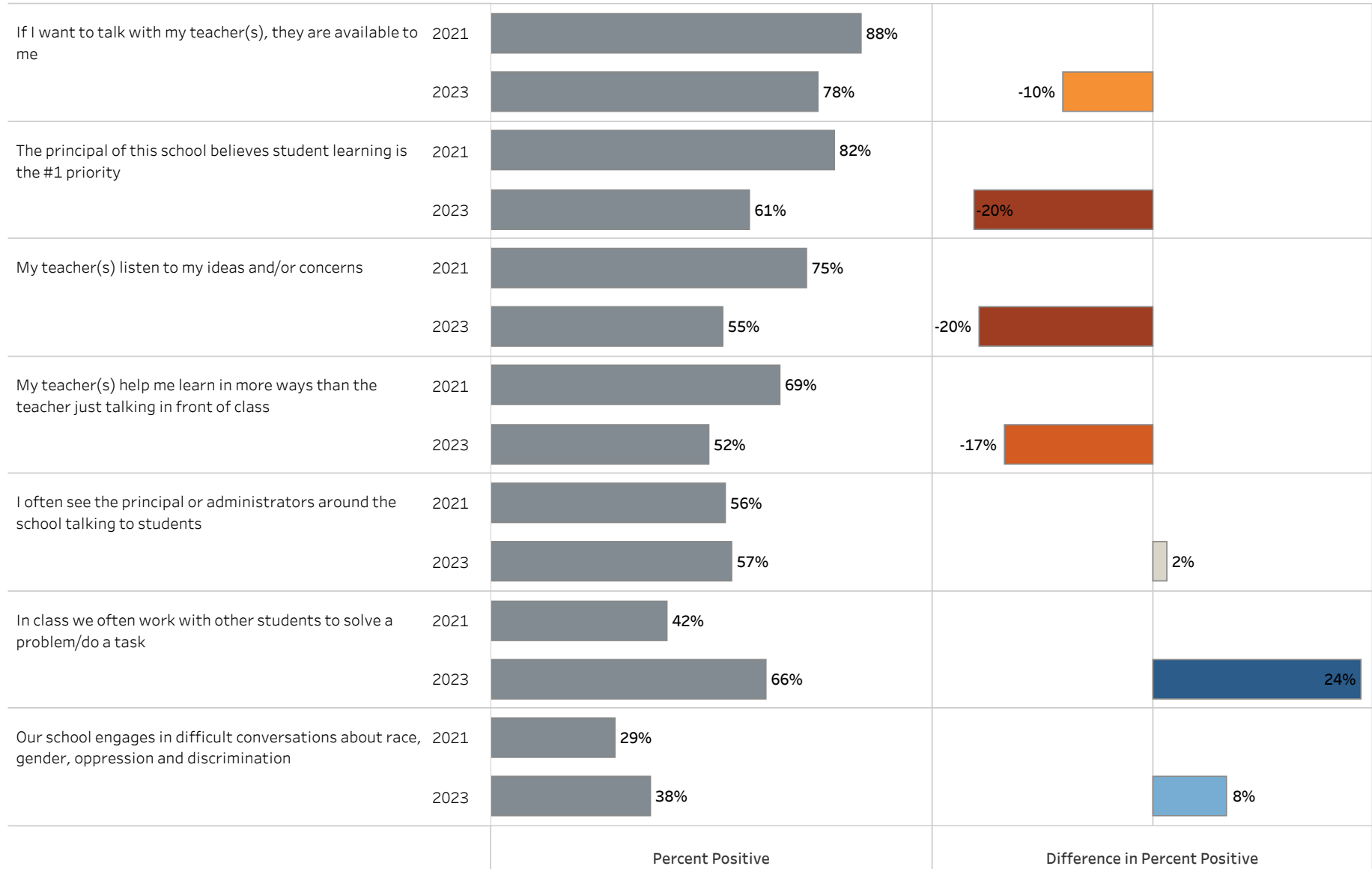
Effective Leadership

Pullman High School



Effective Leadership

LONGITUDINAL



Percent Positive

Difference in Percent Positive



Supportive Learning Environment

Pullman High School

In this school, there is at least one adult who knows and cares about me



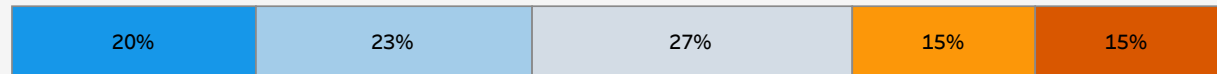
I feel safe at this school



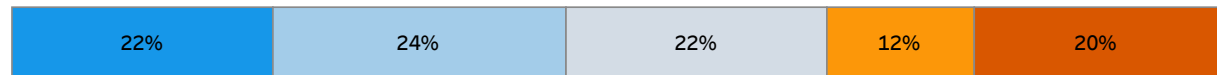
I enjoy coming to this school



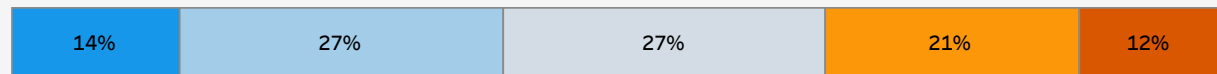
Student success is celebrated in this school



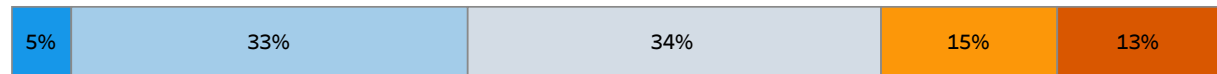
The rules against bullying are enforced by all adults in this school



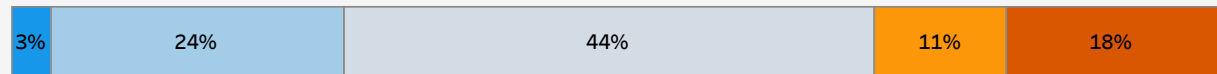
All students are held to the same behavior rules and expectations



Work I do in this school is useful and interesting to me

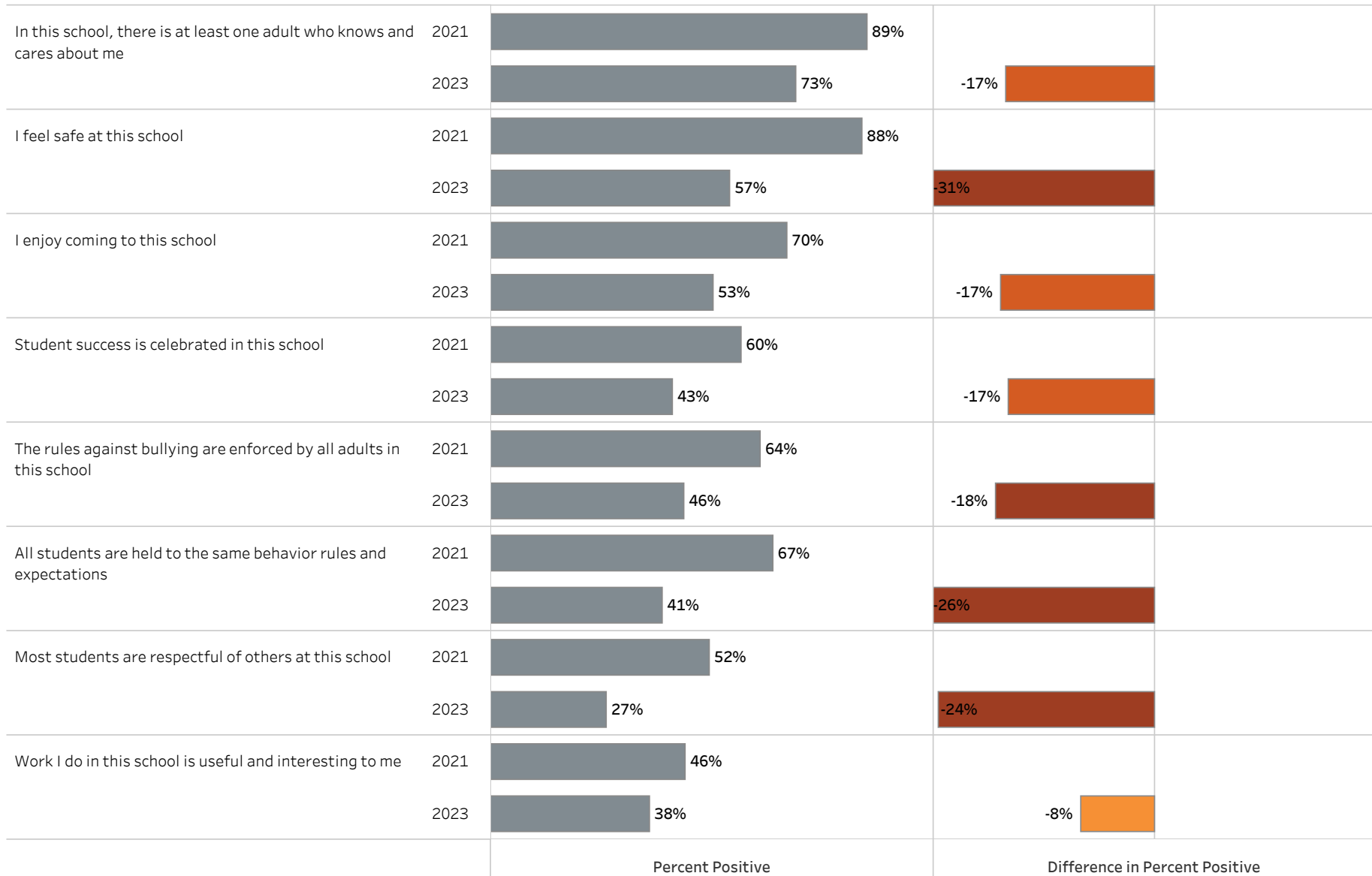


Most students are respectful of others at this school



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

Supportive Learning Environment LONGITUDINAL



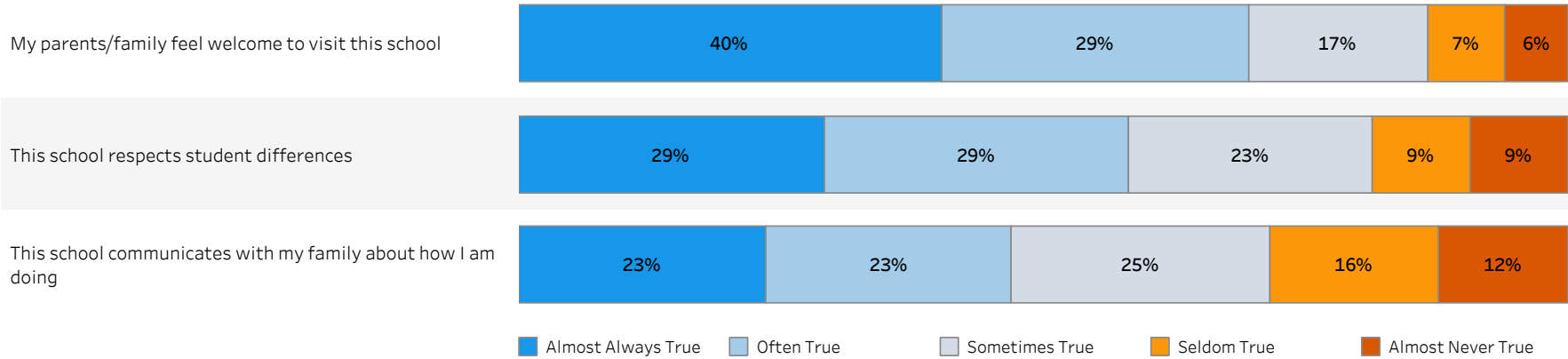
Percent Positive

Difference in Percent Positive

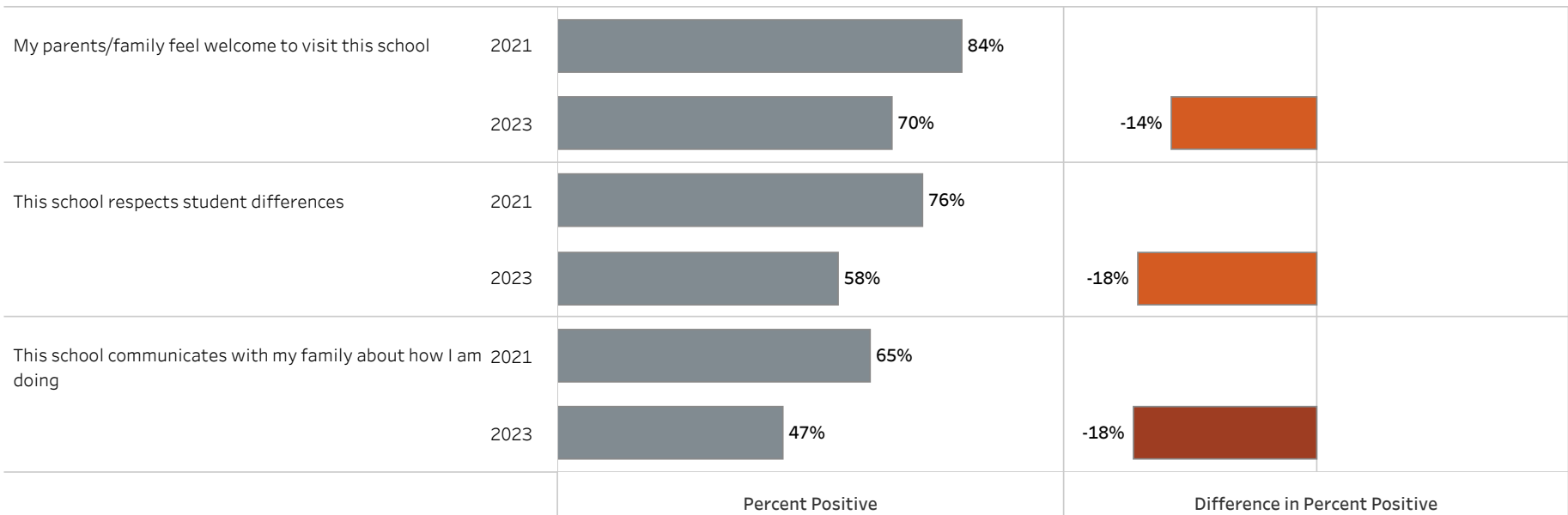


Parent and Community Involvement

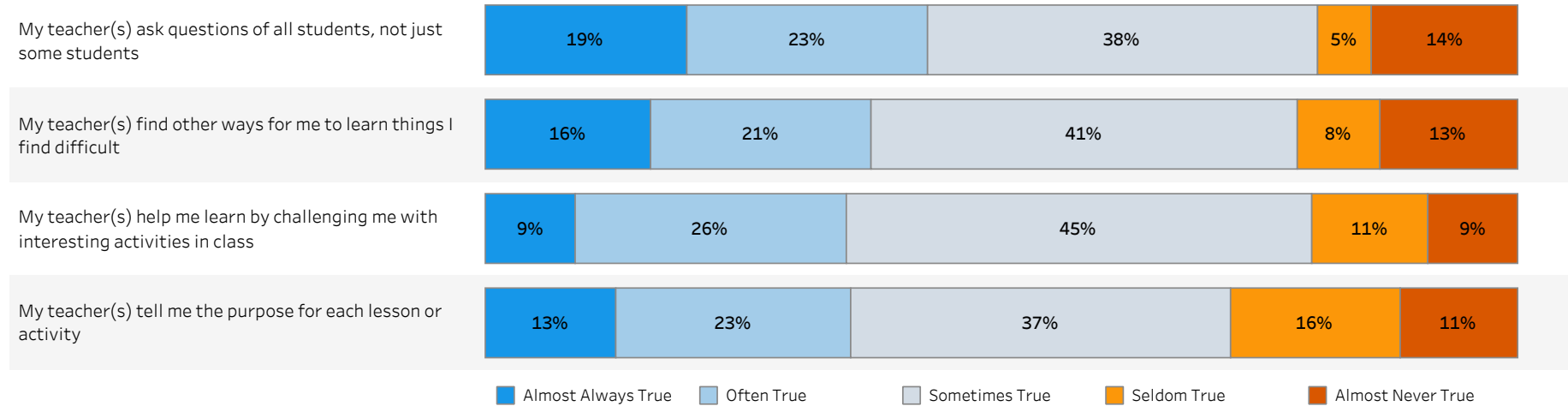
Pullman High School



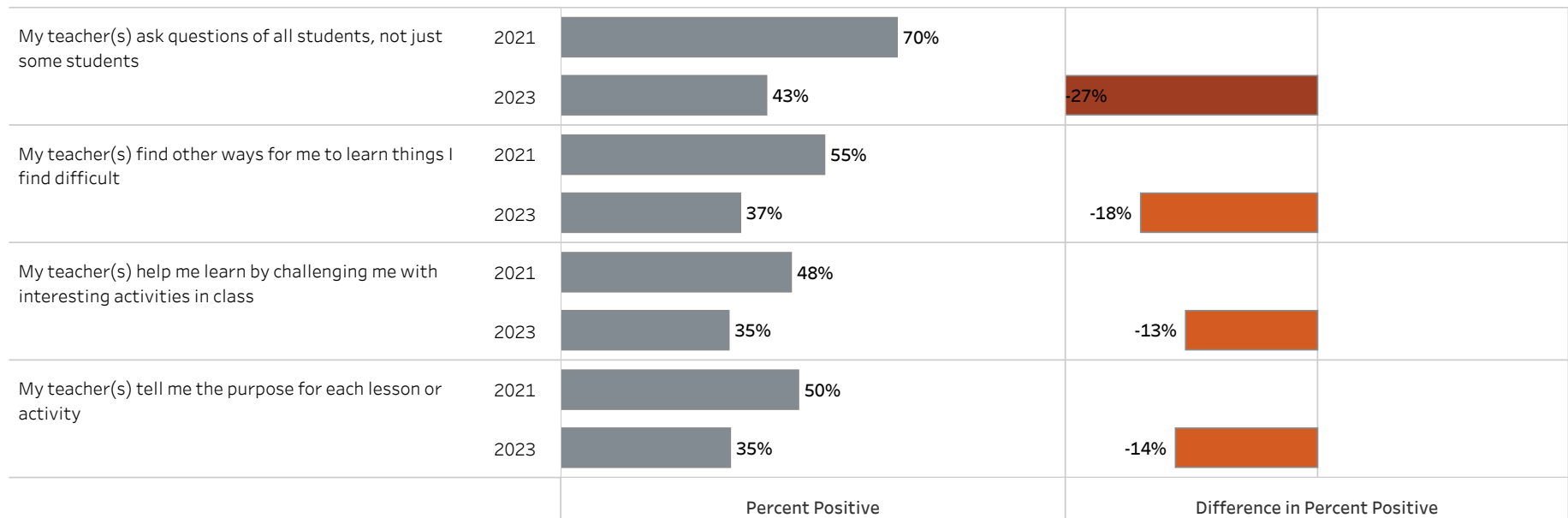
Parent and Community Involvement LONGITUDINAL



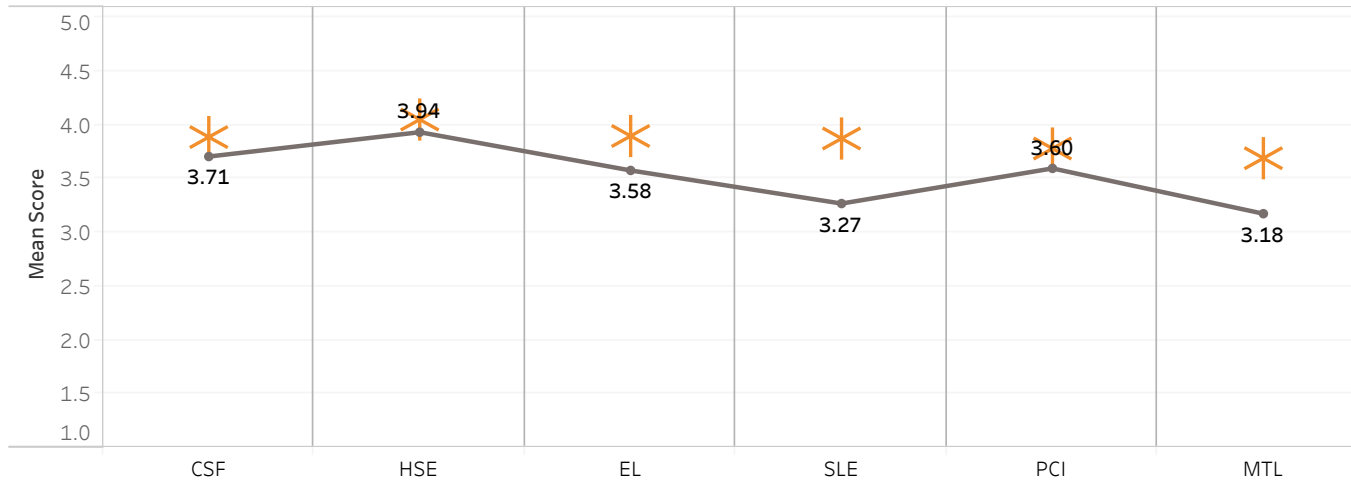
Frequent Monitoring of Teaching and Learning



Frequent Monitoring of Teaching and Learning LONGITUDINAL



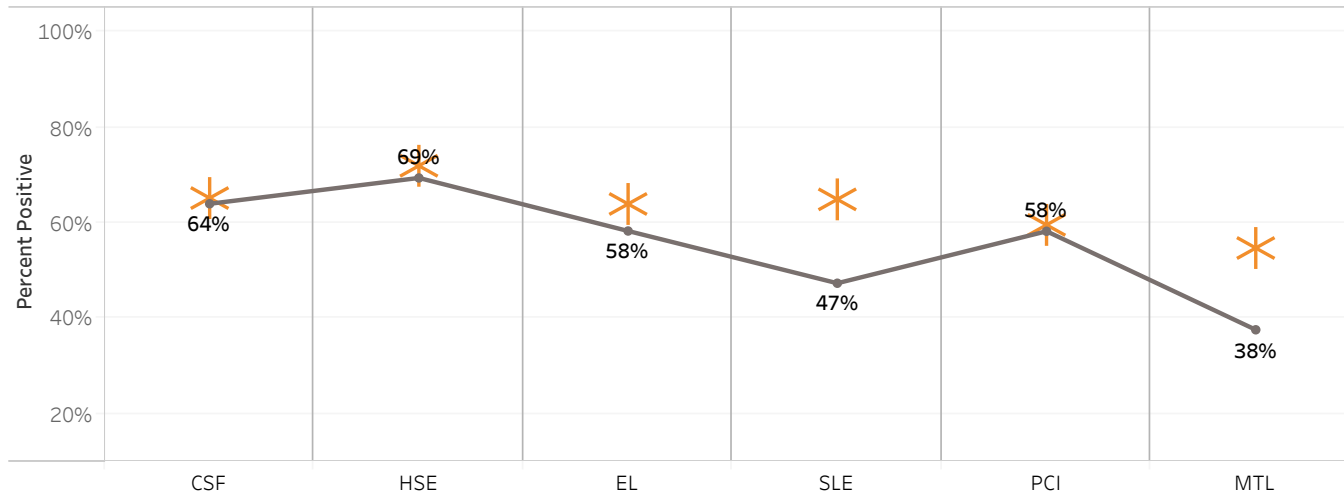
Comparison - 9 Characteristics Mean Scores



How does your school compare to:

- ✱ Nationwide Sample
- Your School or District

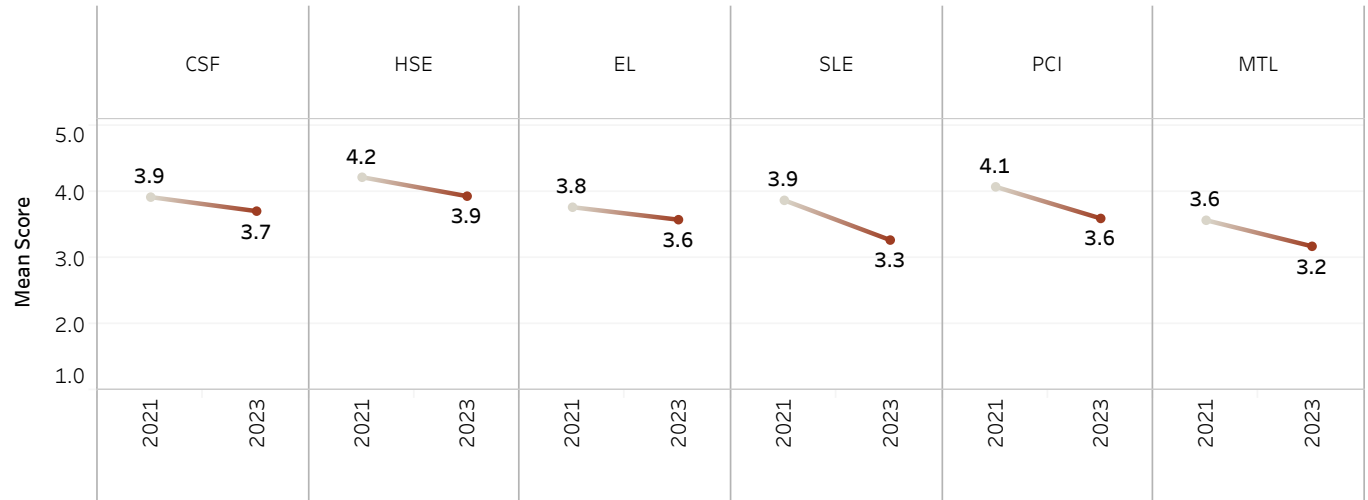
Comparison - 9 Characteristics Percent Positive



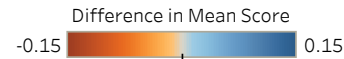
Characteristics

- CSF — Clear and Shared Focus
- HSE — High Standards and Expectations
- EL — Effective Leadership
- SLE — Supportive Learning Environment
- PCI — Parent and Community Involvement
- MTL — Monitoring of Teaching and Learning

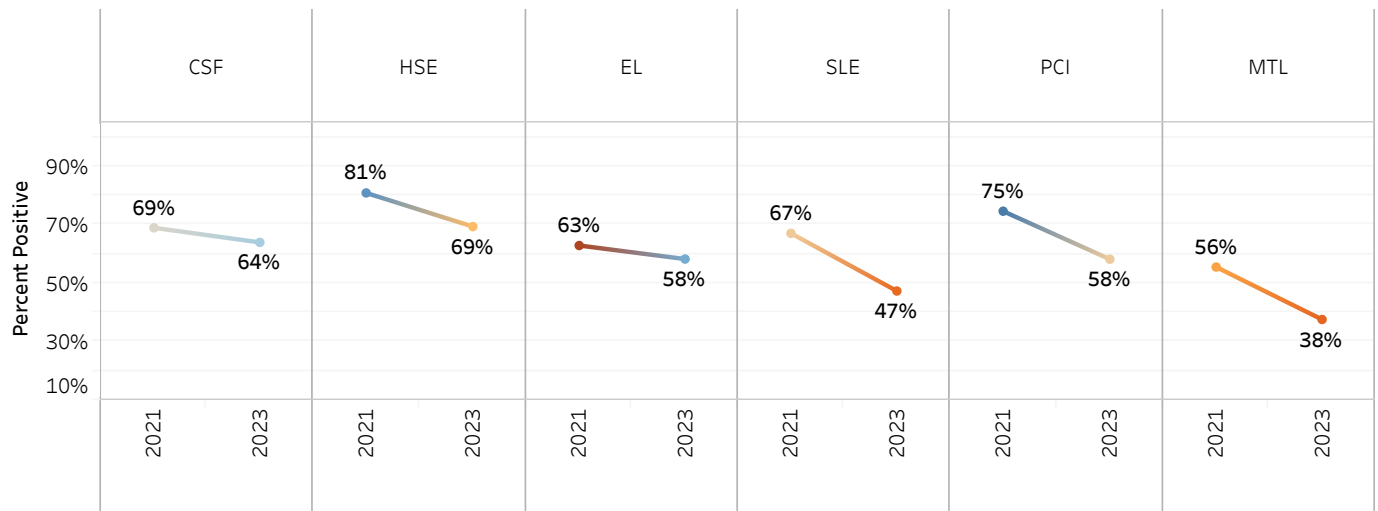
Comparison - 9 Characteristics Mean Scores LONGITUDINAL



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.

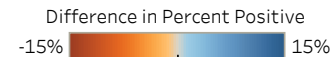


Comparison - 9 Characteristics Percent Positive LONGITUDINAL



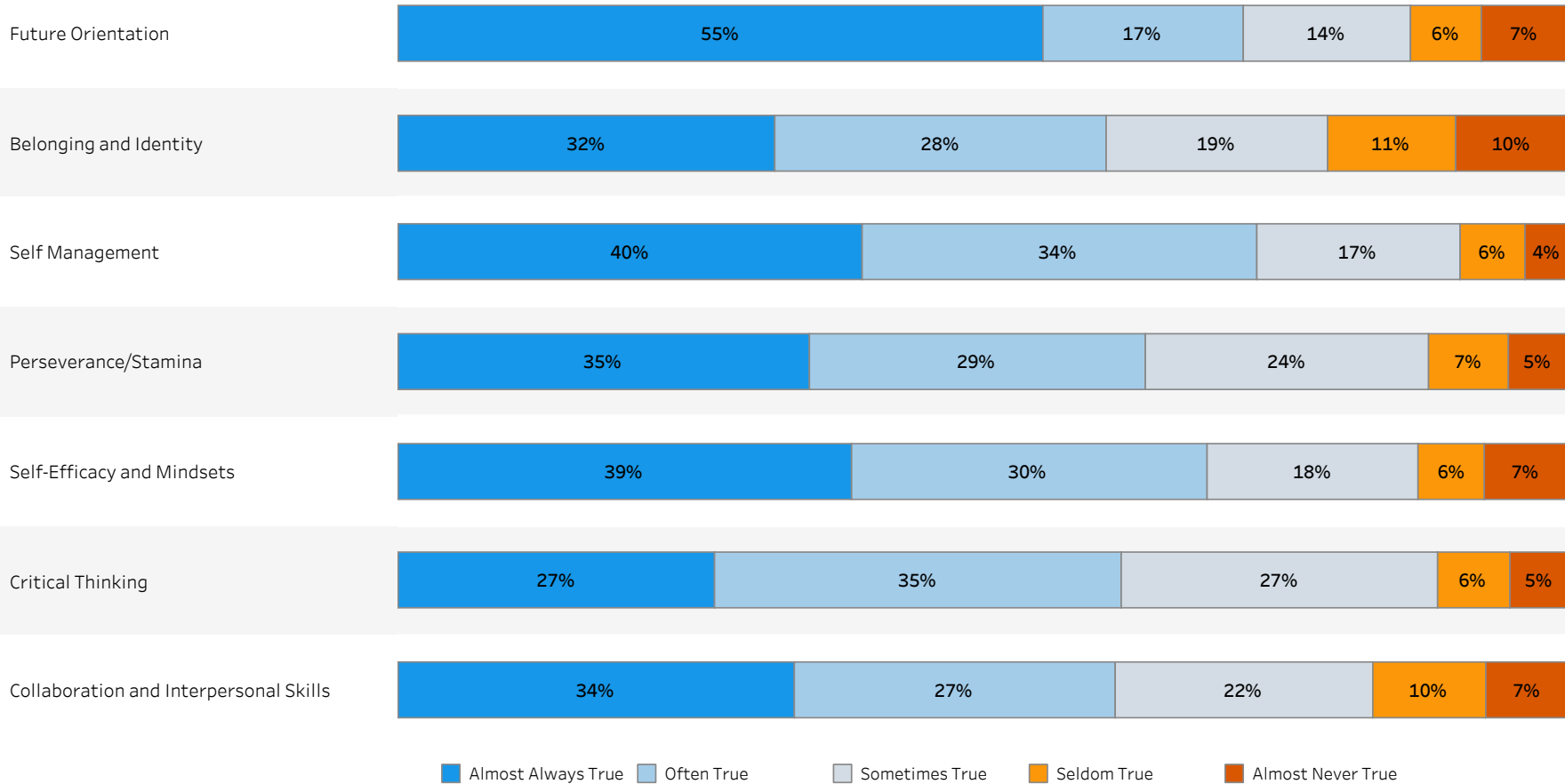
Characteristics

- CSF — Clear and Shared Focus
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Social Emotional Learning Summary

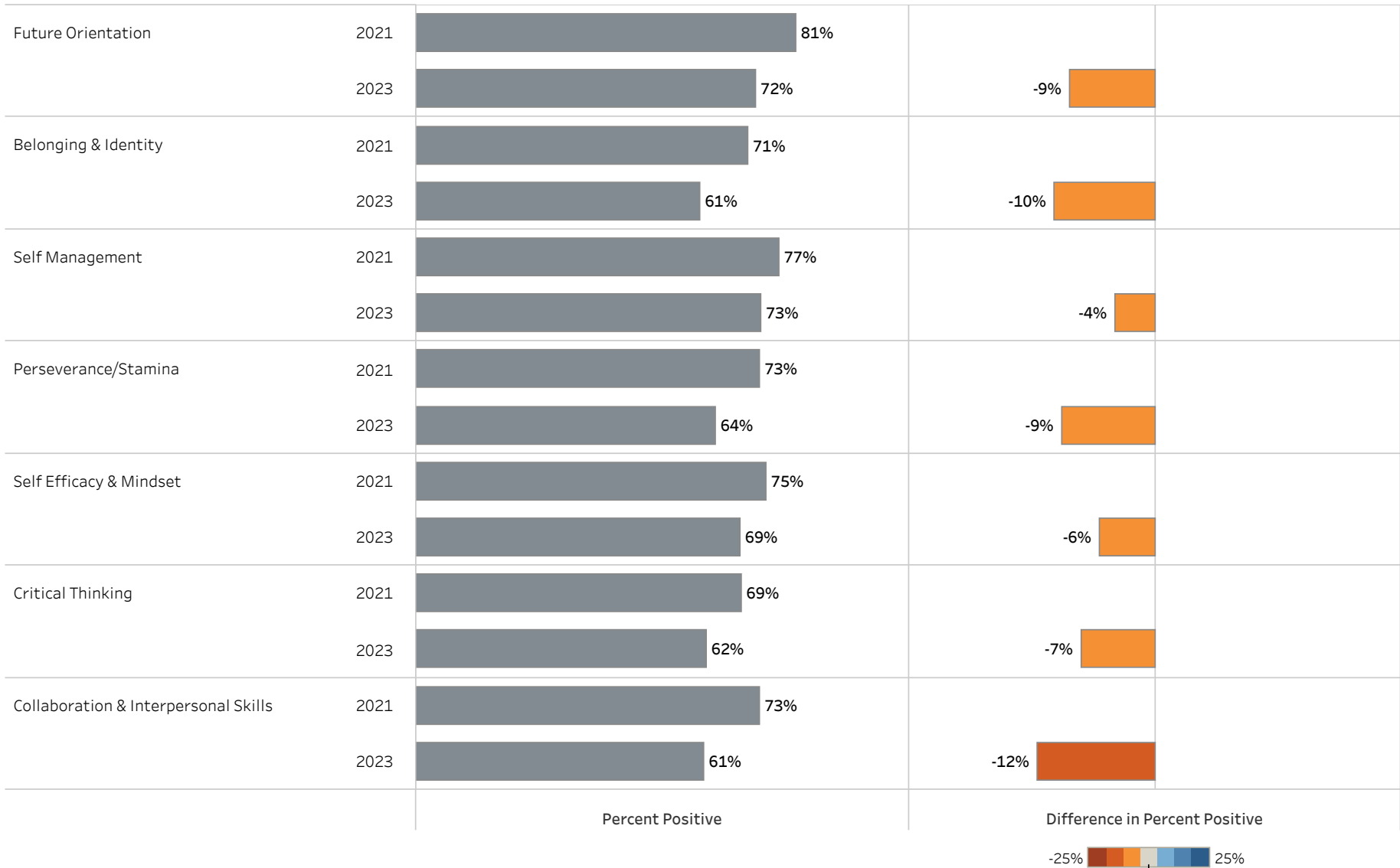
Pullman High School



Social Emotional Learning Summary

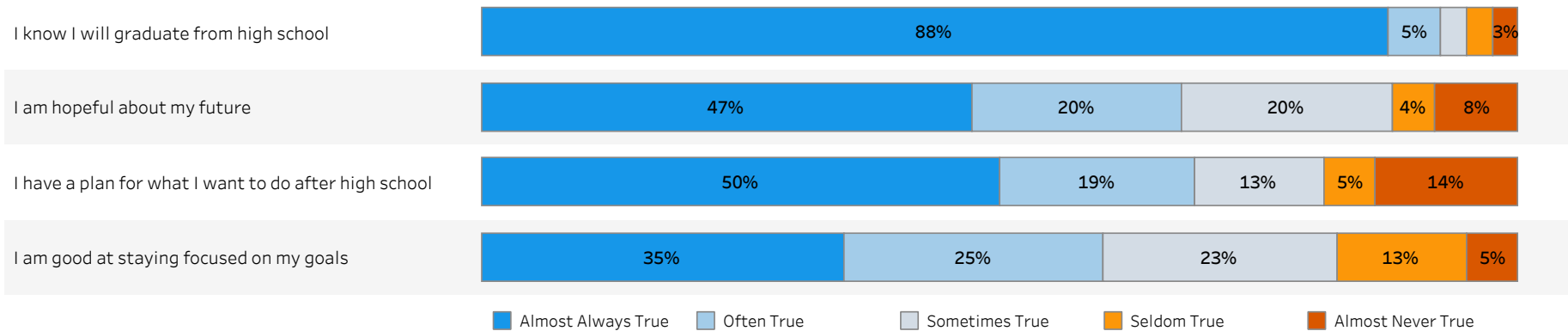
LONGITUDINAL

Pullman High School

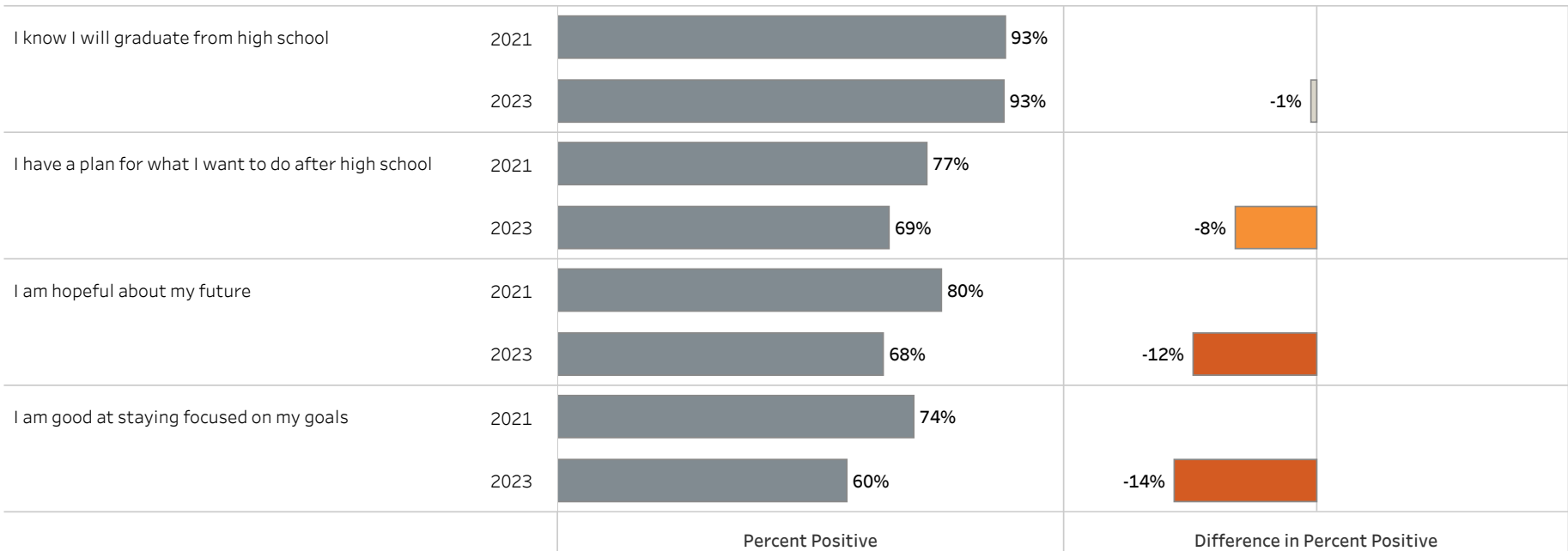


Future Orientation

- **Goal management**—Setting short- and long-term goals and monitoring progress
- **Hope and optimism**—Positive beliefs regarding one’s future potential, goals and choices

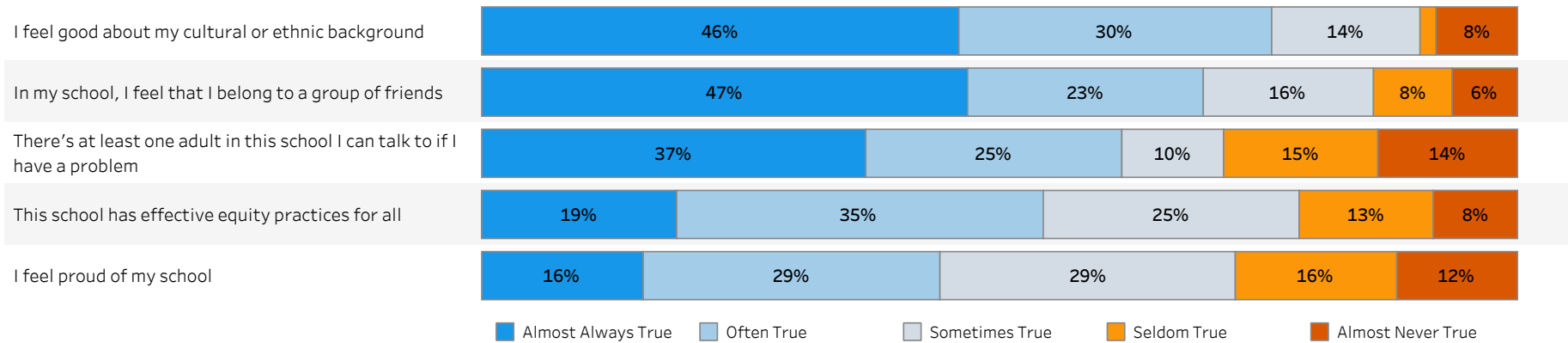


Future Orientation LONGITUDINAL

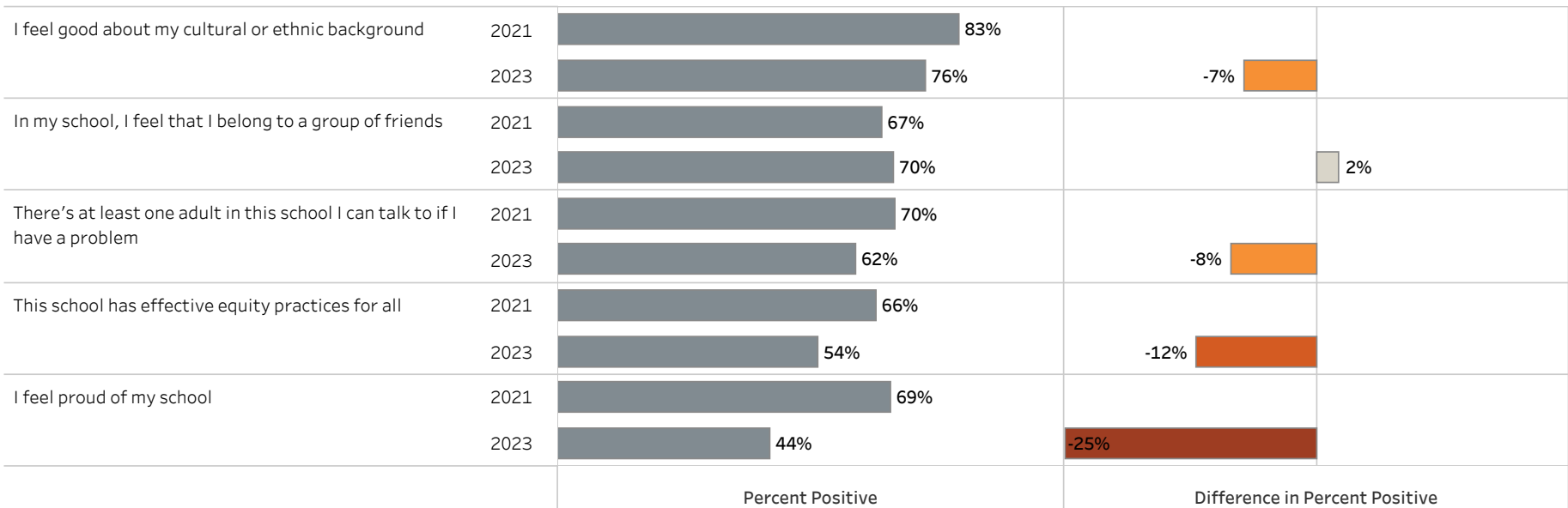


Belonging and Identity

- **Sense of belonging**—Perception of acceptance and support in a learning community
- **Relationship building**—Establishing and maintaining positive relationships with adults and peers in school setting
- **Personal identity**—Understanding and valuing one’s own culture and beliefs
- **Social capital**—Recognizing and using family, school, and community resources; asking for help when needed

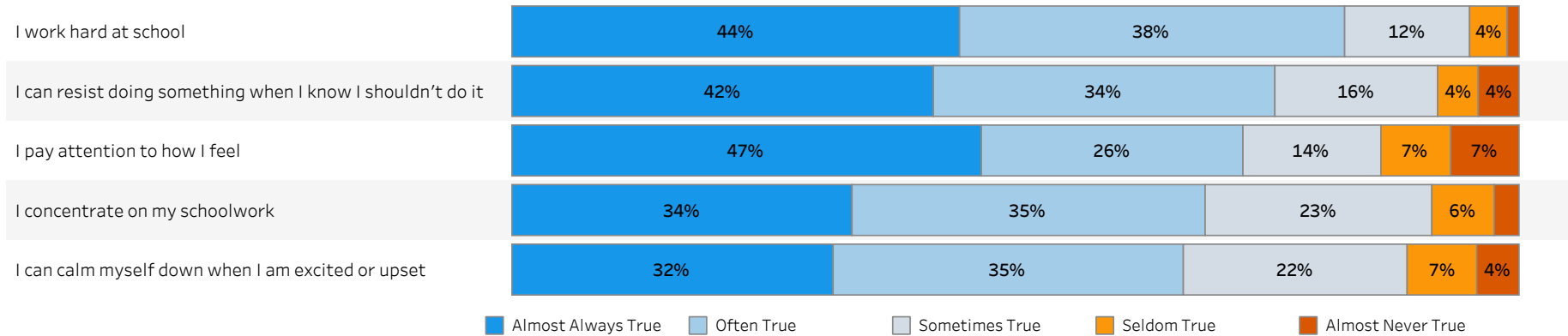


Belonging and Identity LONGITUDINAL

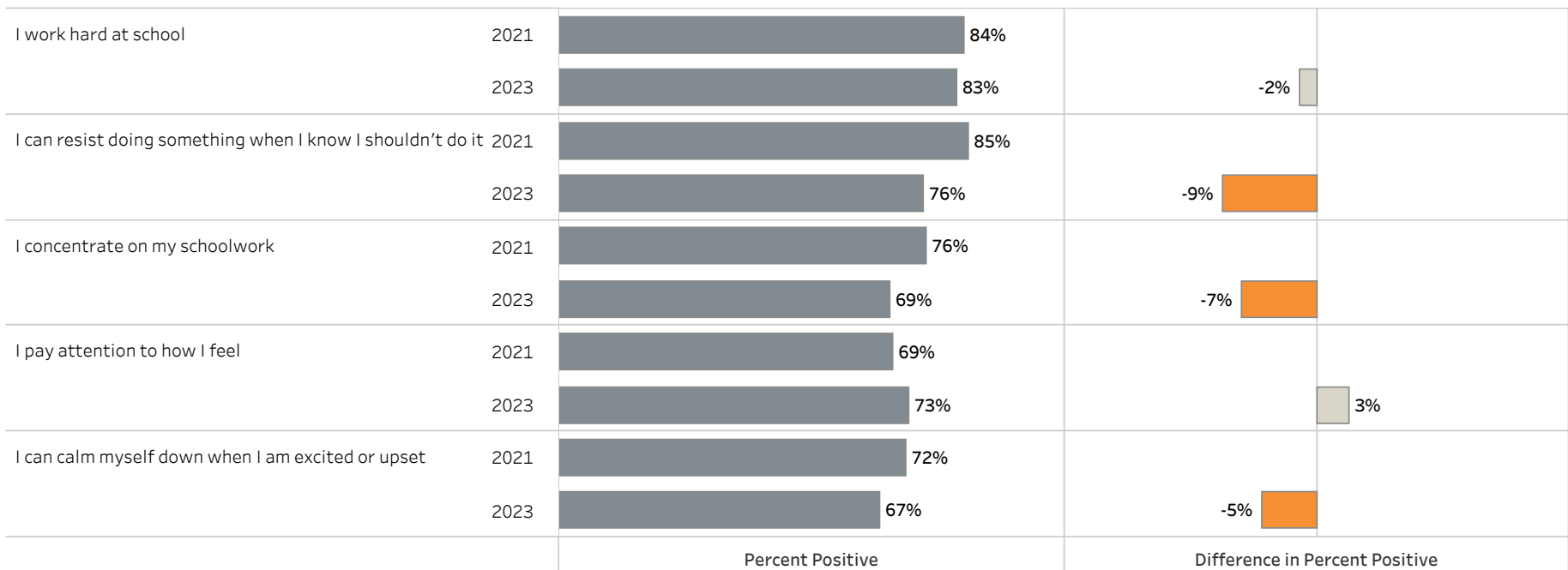


Self Management

- **Emotional regulation**—Assessing and regulating one’s feelings and emotions
- **Self-discipline**—Ability to focus on a task in spite of distractions

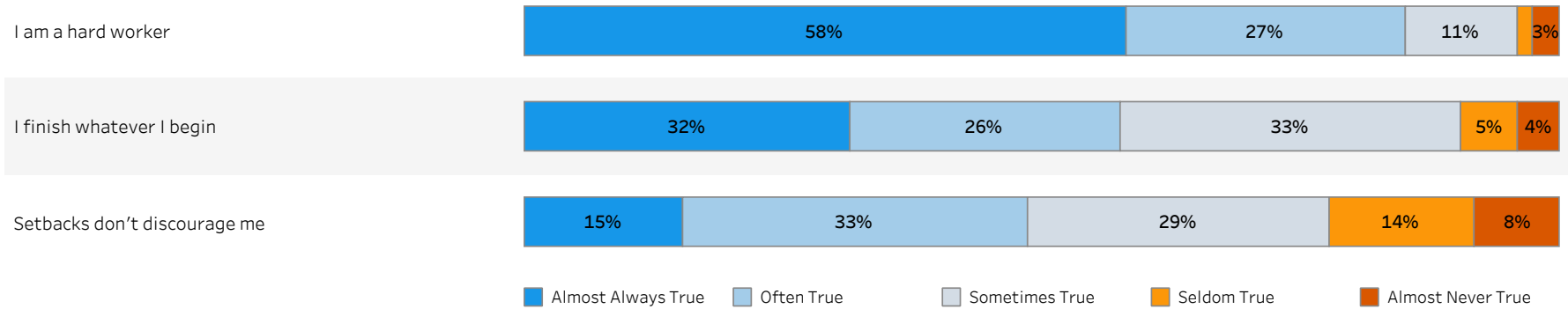


Self Management LONGITUDINAL

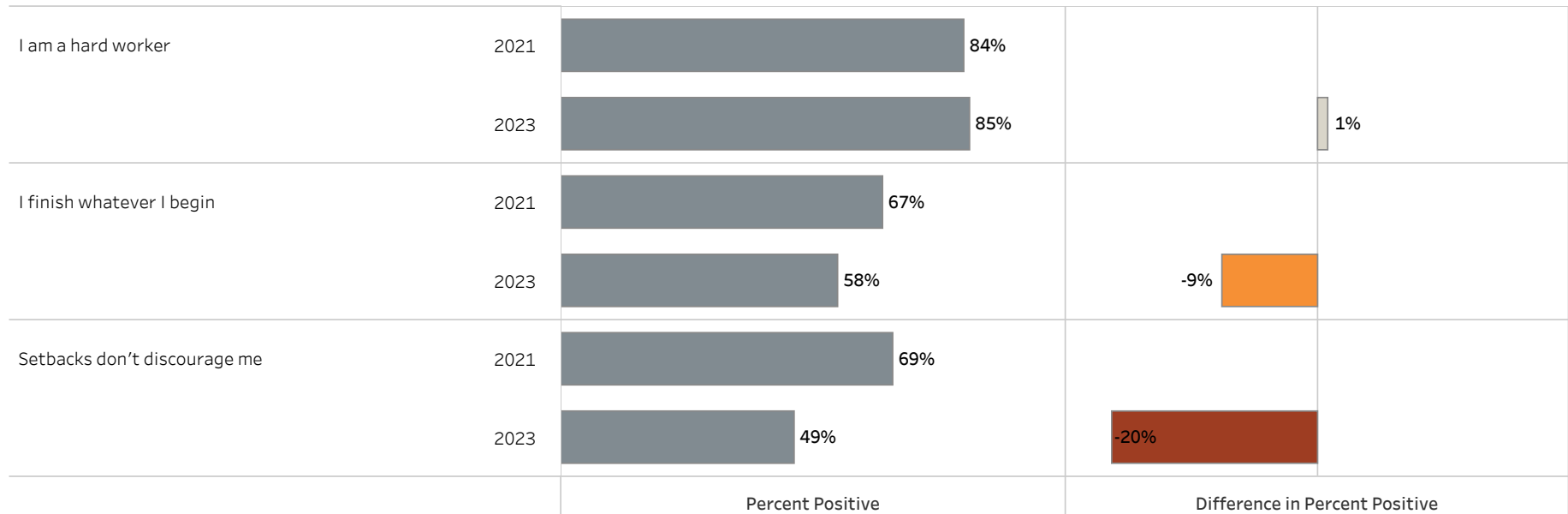


Perseverance/Stamina

- **Perseverance**—Tendency to persist in spite of obstacles or setbacks
- **Goal orientation**—Commitment to the achievement of goals over time

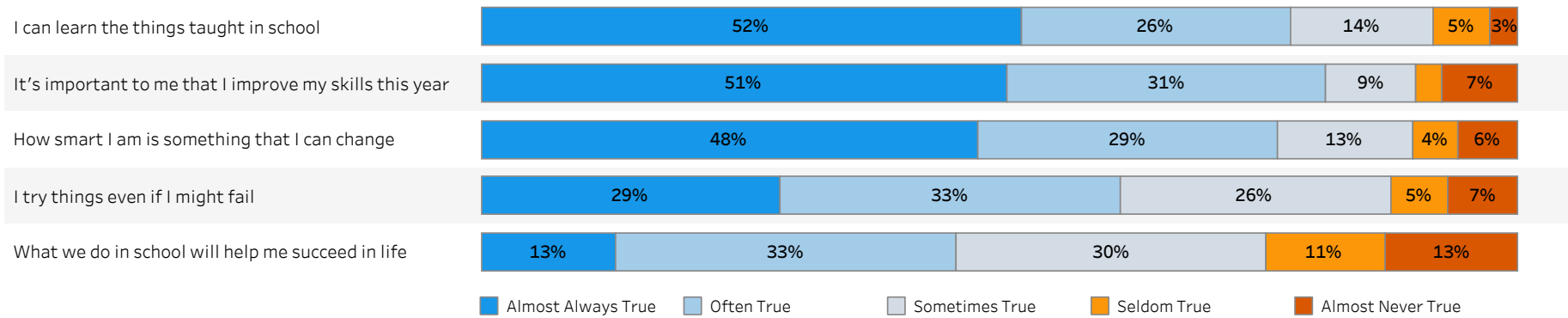


Perseverance/Stamina LONGITUDINAL

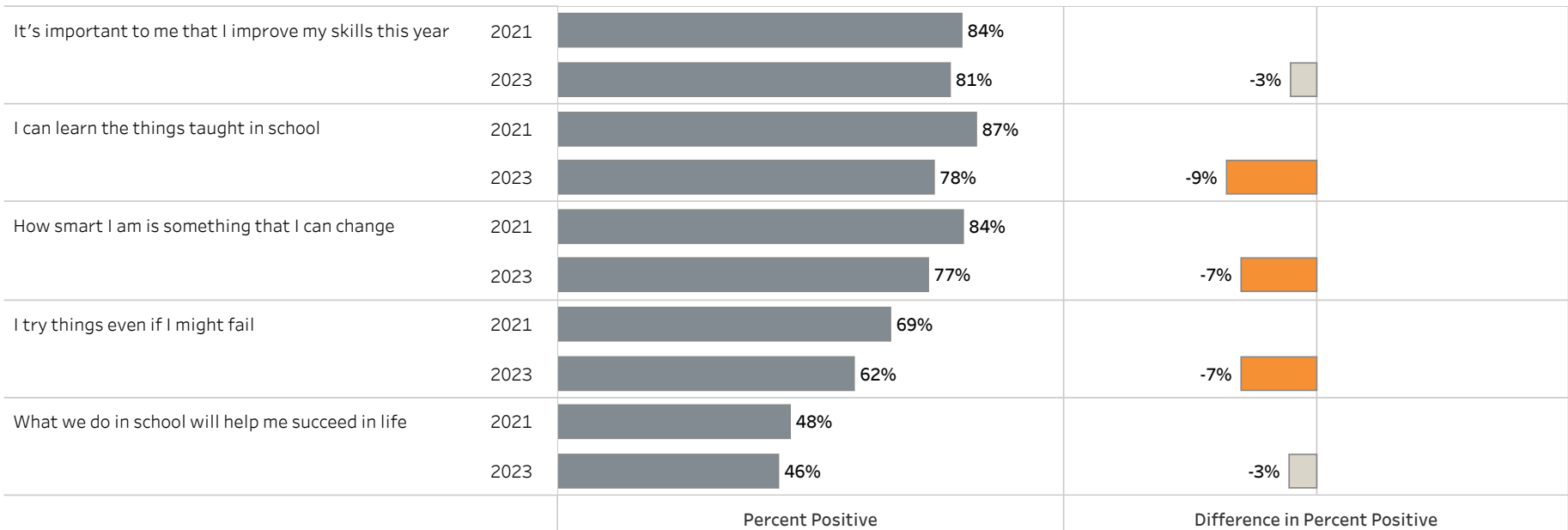


Self-Efficacy and Mindsets

- **Self-Efficacy**—Belief in one’s own capabilities and capacity to learn and succeed
- **Growth mindset**—Belief that intelligence and ability can increase through effort
- **Mastery orientation**—Enjoyment of learning and desire to master new skills; willingness to try new things
- **Relevance**—Belief that work done in school is related to personal aspirations

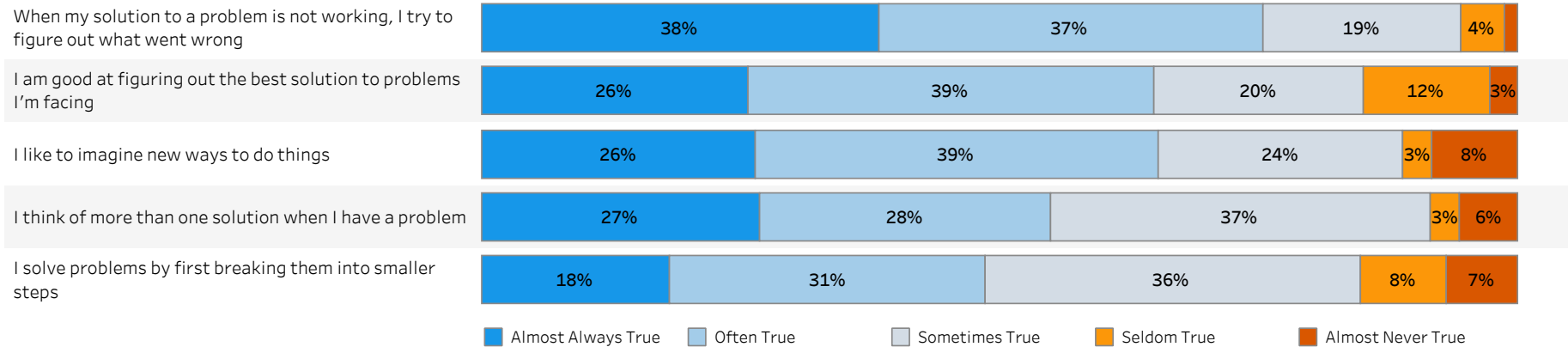


Self-Efficacy and Mindsets LONGITUDINAL

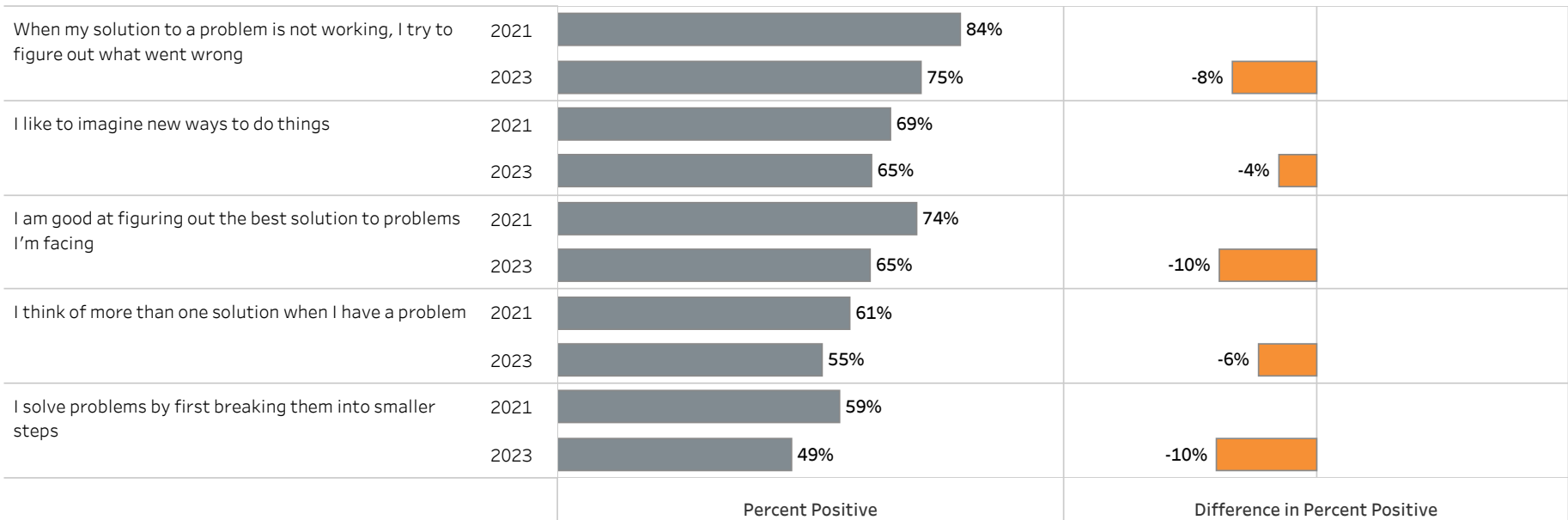


Critical Thinking

- **Metacognition**—Ability to reflect on one’s assumptions and thinking for the purposes of deeper understanding and self-evaluation.
- **Problem solving**—Generating and selecting from alternatives based on desired outcomes
- **Analytical thinking**—Separating problems or issues into their component parts

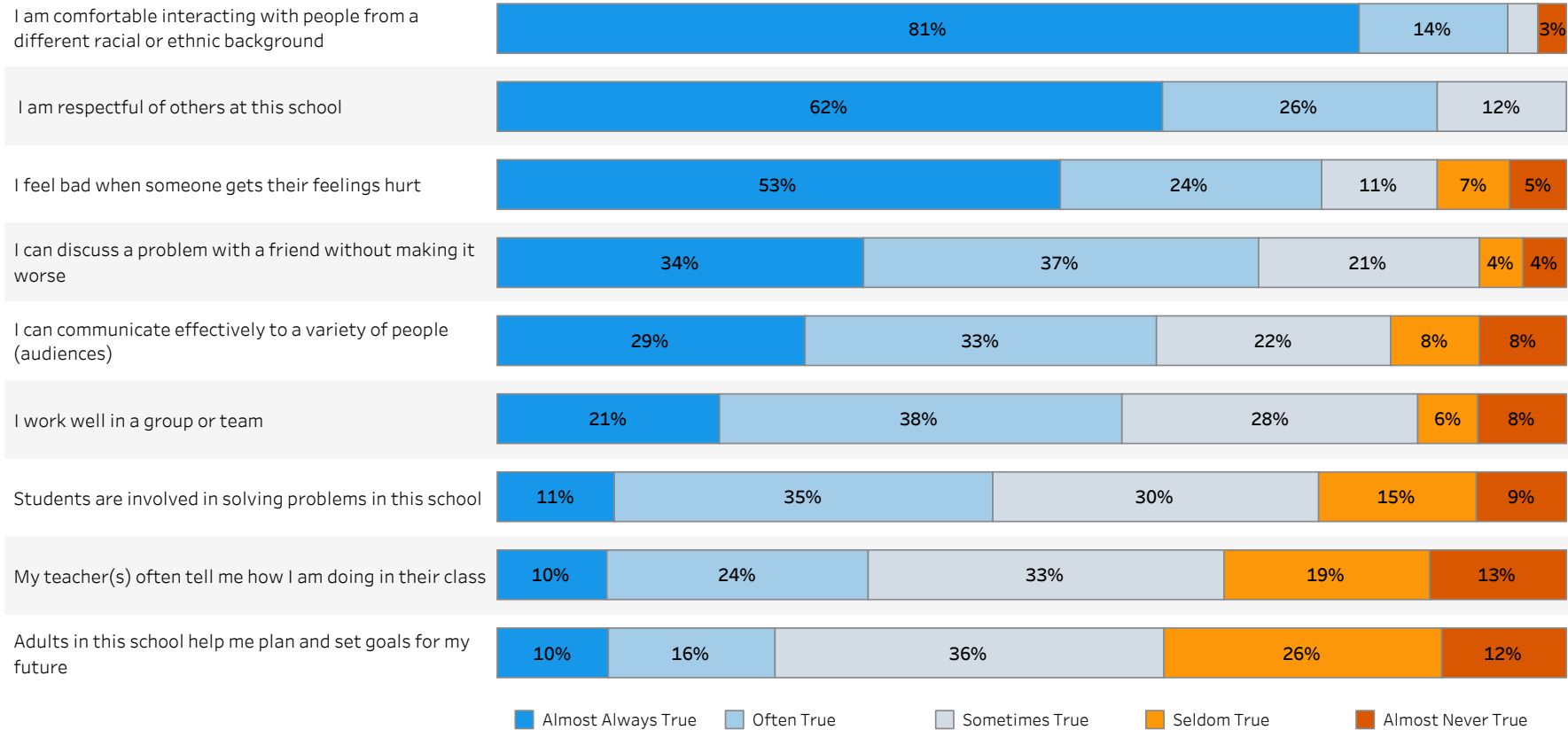


Critical Thinking LONGITUDINAL



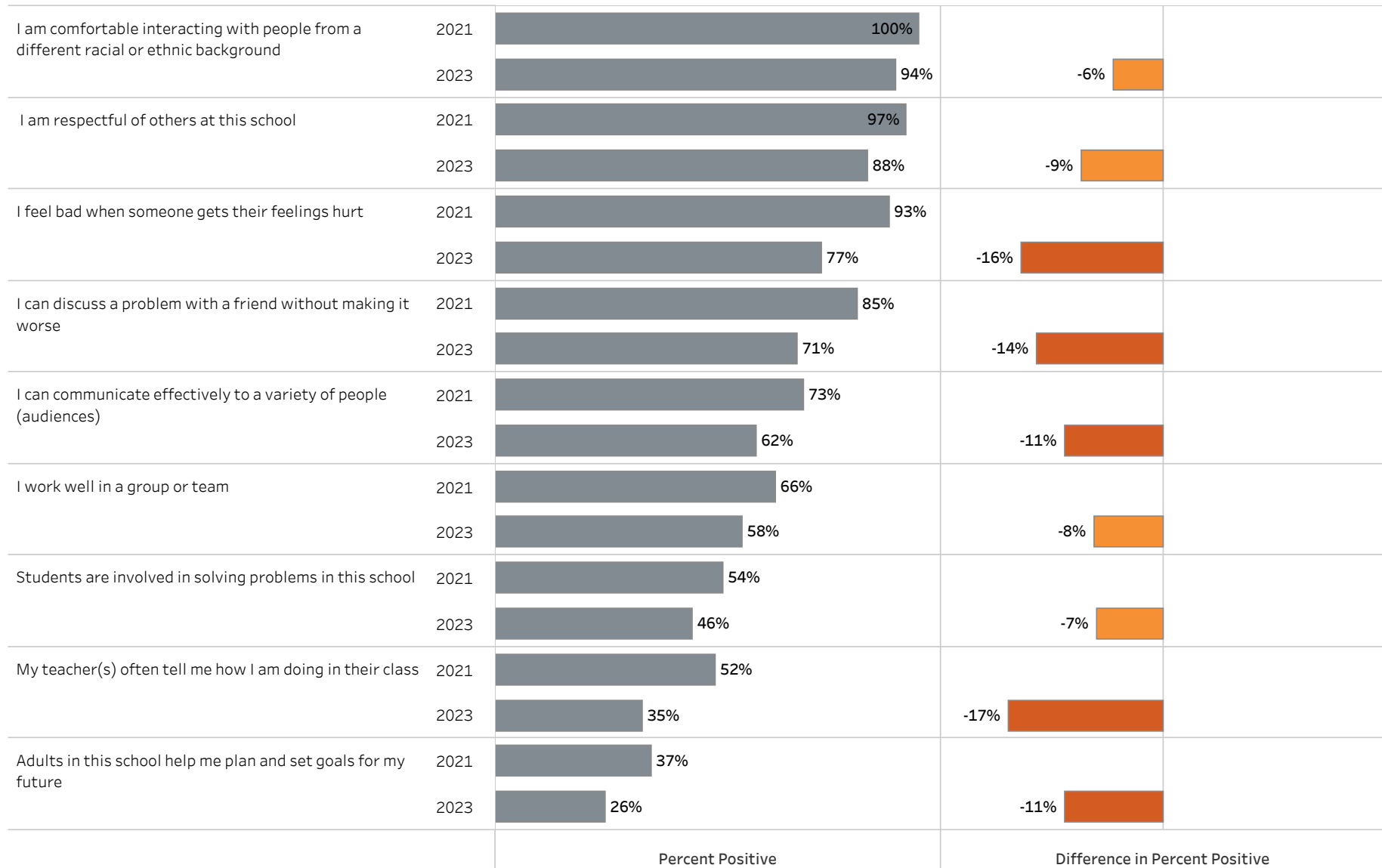
Collaboration and Interpersonal Skills

- **Collaboration**—Negotiating and compromising when working in groups or pairs
- **Communication**—Communicating effectively for a variety of purposes and audiences
- **Cultural competence**—Ability to work effectively with people from different backgrounds; appreciation of diversity
- **Conflict resolution**—Preventing, managing, and resolving interpersonal conflict **Compassion:** Taking the perspective of and empathizing with others

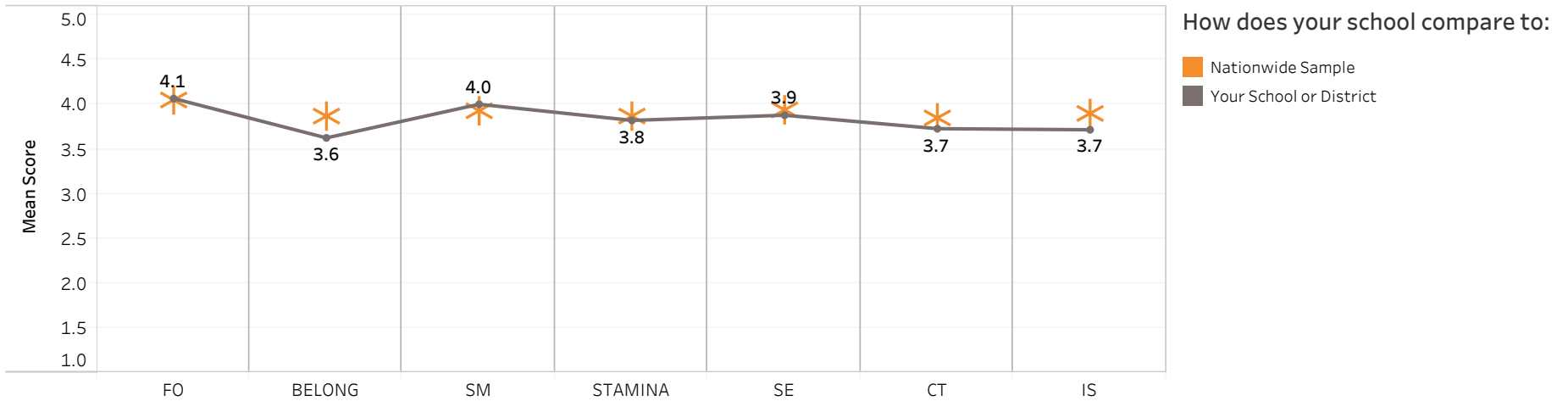


Collaboration and Interpersonal Skills

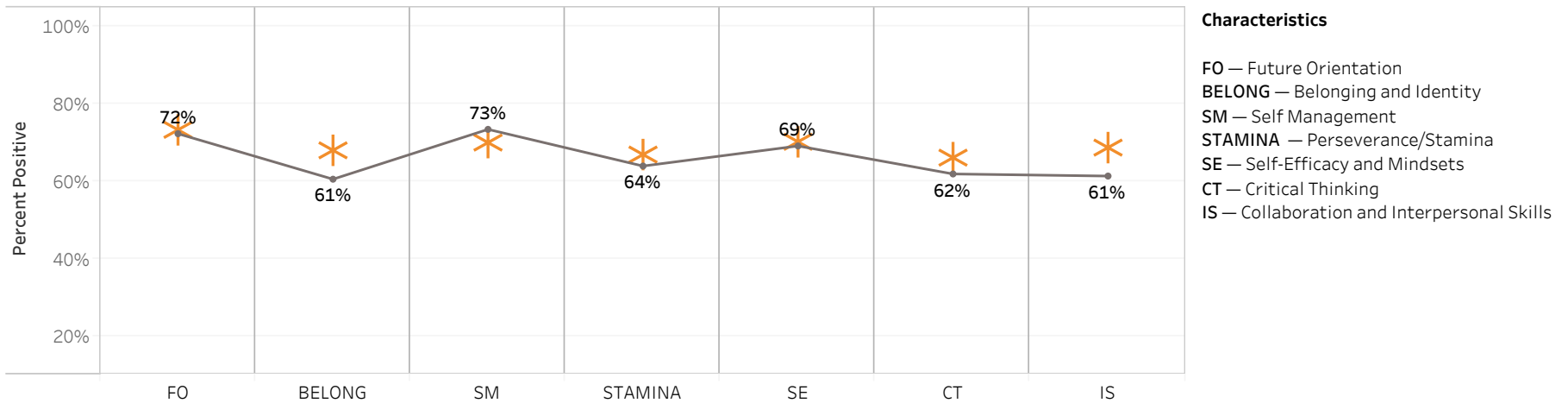
LONGITUDINAL



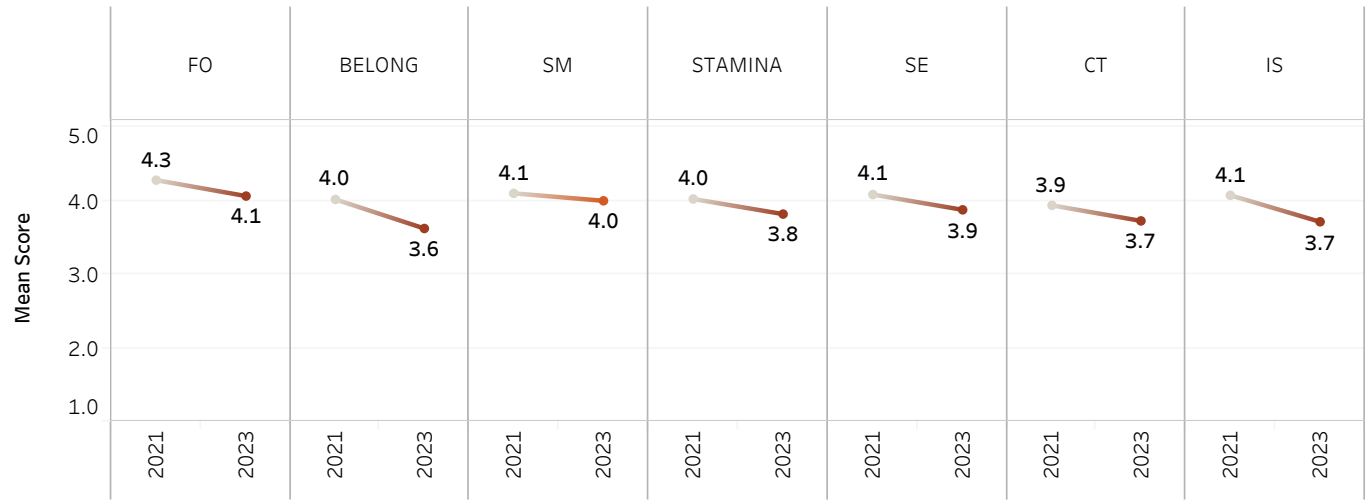
Comparison - Social Emotional Learning Mean Scores



Comparison - Social Emotional Learning Percent Positive

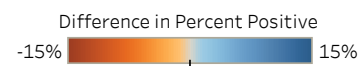
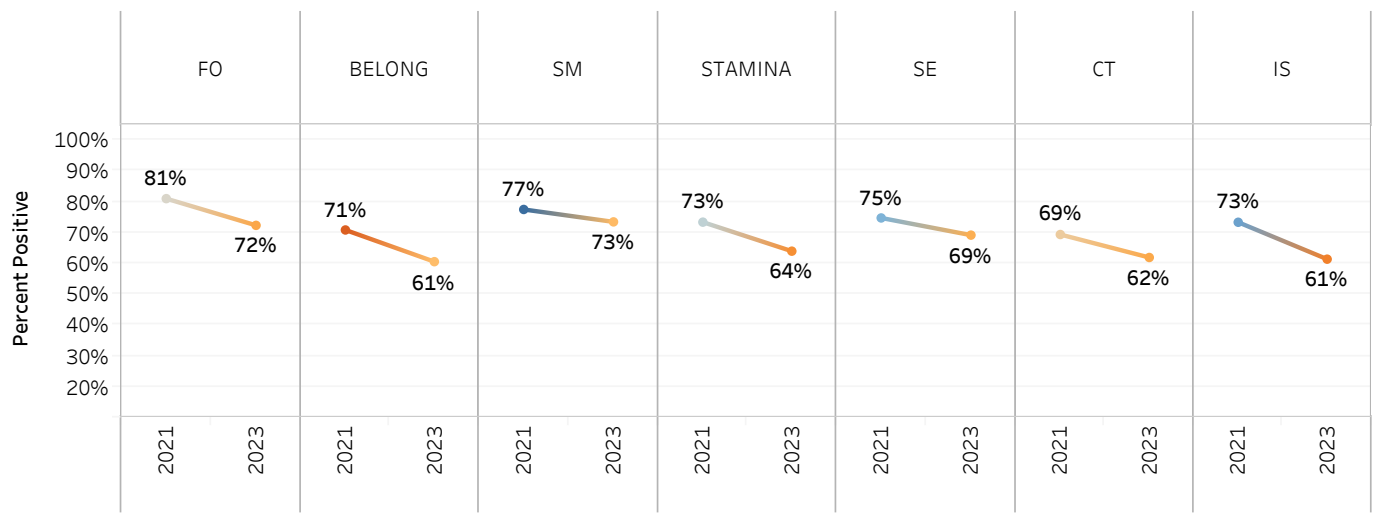


Comparison - Social Emotional Learning Mean Scores LONGITUDINAL



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Comparison - Social Emotional Learning Percent Positive LONGITUDINAL



Characteristics

- FO — Future Orientation
- BELONG — Belonging and Identity
- SM — Self Management
- STAMINA — Perseverance/Stamina
- SE — Self-Efficacy and Mindsets
- CT — Critical Thinking
- IS — Collaboration and Interpersonal Skills