

Educational Effectiveness Survey™



Tool Kit

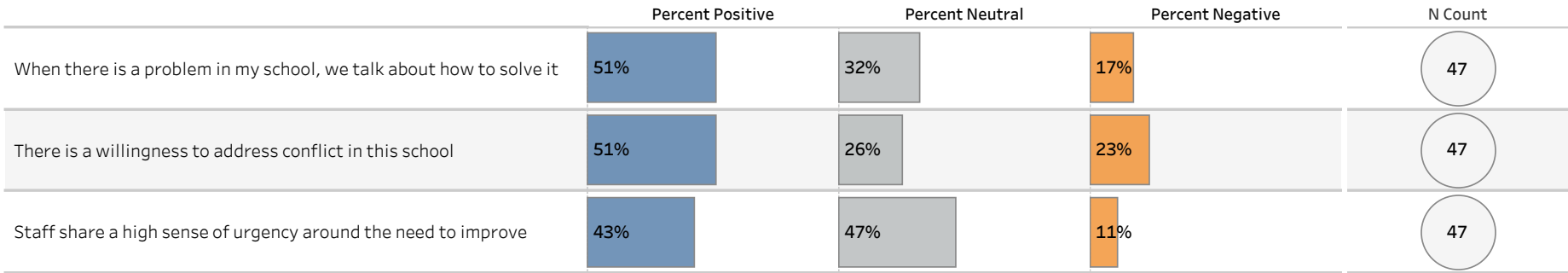
Pullman High School

Pullman Public Schools

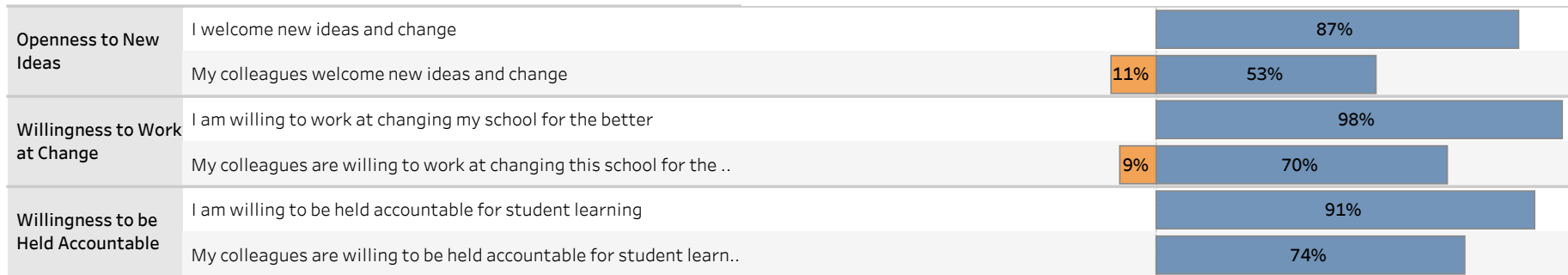
	2021	2023
Staff	n=48	n=47
Student	n=111	n=92
Family	n=70	n=99

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

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Is your staff ready for change?



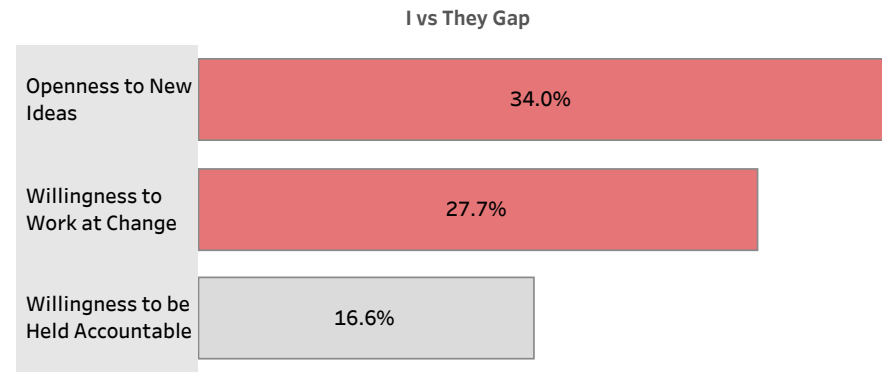
■ Percent Negative ■ Percent Positive

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

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

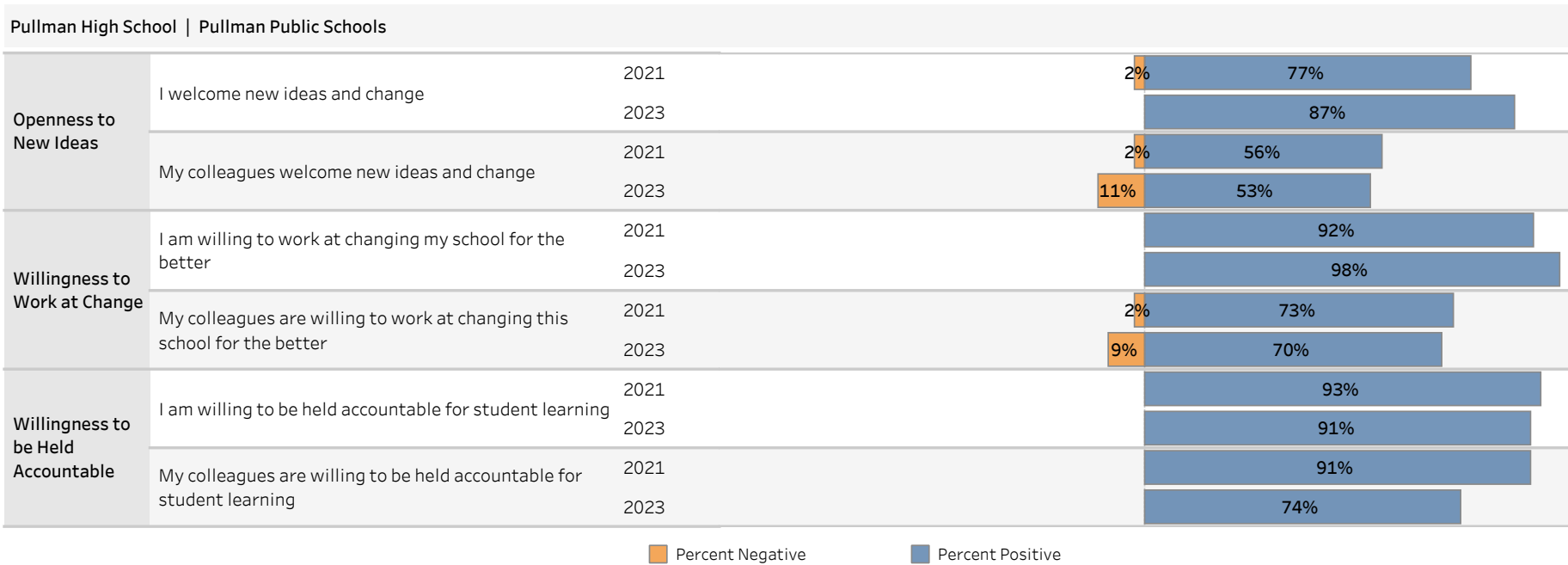
Look for large gaps between the I vs They pair of questions. Large gaps are a sign of distrust amongst staff members.

If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.



What a difference a year makes...

Is your staff ready for change?

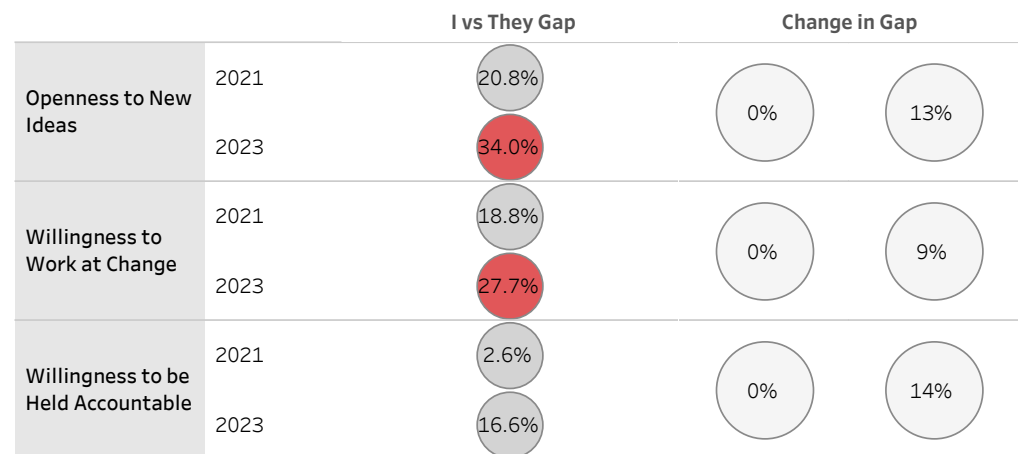


Why does the gap between I vs. They matter?

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

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

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



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

Social Supports – Ensuring psychological safety and a sense of belonging

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

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

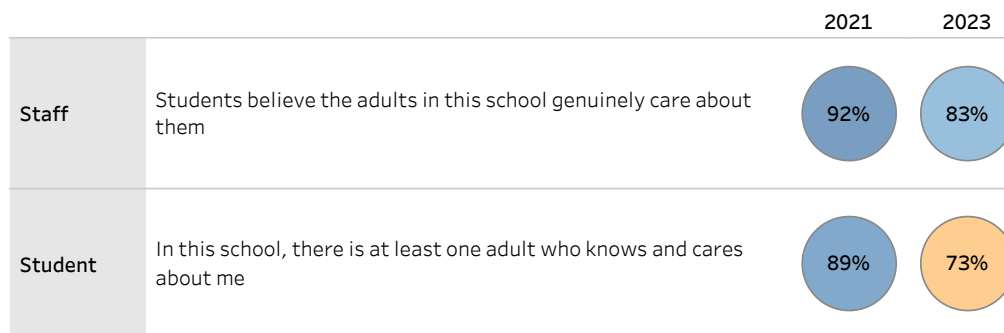
SOCIAL SUPPORTS

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

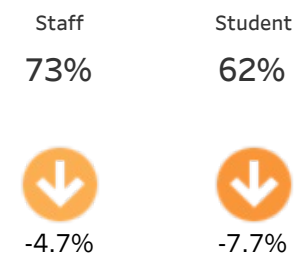
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		2021	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	56%	61%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	95%	88%
	FPD — I receive training on instruction to support social emotional learning	47%	59%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	55%	50%
	SLE — Staff at this school value and respect all students	95%	90%
	SLE — Students believe the adults in this school genuinely care about them	92%	83%
	SLE — The development of students’ social emotional learning enhances the learning environment in our classrooms	97%	78%
	SLE — This school has effective equity practices for all	75%	70%
Student	BELONG — I feel good about my cultural or ethnic background	83%	76%
	BELONG — There’s at least one adult in this school I can talk to if I have a problem	70%	62%
	CSF — My teacher(s) believe student learning is important	91%	90%
	EL — If I want to talk with my teacher(s), they are available to me	88%	78%
	IS — Adults in this school help me plan and set goals for my future	37%	26%
	IS — Students are involved in solving problems in this school	54%	46%
	SLE — I enjoy coming to this school	70%	53%
	SLE — I feel safe at this school	88%	57%
	SLE — In this school, there is at least one adult who knows and cares about me	89%	73%
	SLE — This school has effective equity practices for all	66%	54%

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



How does your school’s Social Supports compare to other schools?



Compared to the Social Supports Norm

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

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

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

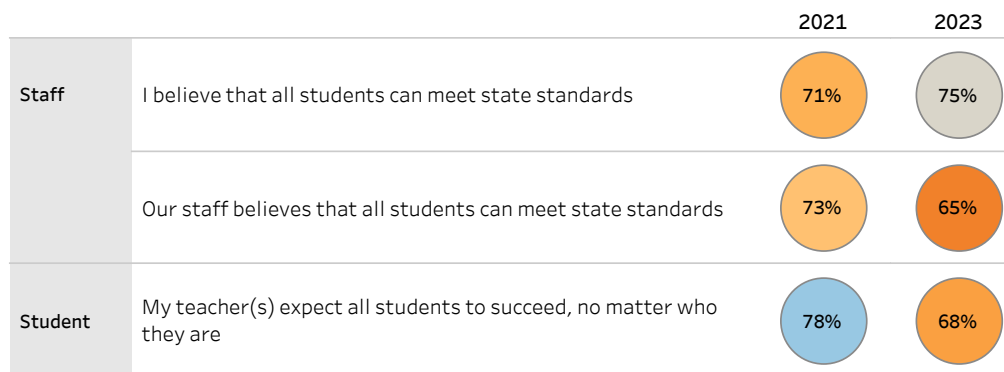
Do I believe all students can learn? Do my peers believe all students can learn? Do all students feel we believe in their ability to learn? These are key questions at the core of academic attainment for all and each of the three legs must be equally sturdy to hold the weight of high expectations and rigor.

ACADEMIC PRESS

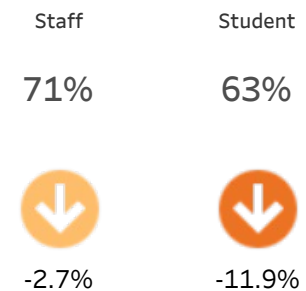
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change*. Lanham, MD: Rowman & Littlefield

		2021	2023
Staff	CIA — Instruction is personalized to meet the needs of each student	62%	49%
	CIA — Regular formative assessments are used to monitor student progress toward standards	83%	87%
	CIA — Students are provided tasks that require higher-level thinking skills	94%	90%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	86%	90%
	HSE — I believe that all students can meet state standards	71%	75%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	95%	86%
	HSE — Our staff believes that all students can meet state standards	73%	65%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	65%	55%
	MTL — I provide timely feedback to students about their learning	91%	92%
	MTL — Struggling students receive early intervention and remediation to acquire skills	50%	40%
Student	MTL — We monitor the effectiveness of instructional interventions	70%	59%
	CSF — This school is doing a good job of preparing me to succeed in my life	47%	38%
	FO — I have a plan for what I want to do after high school	77%	69%
	FO — I know I will graduate from high school	93%	93%
	HSE — All students have access to rigorous courses and supports	79%	61%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	78%	68%
	HSE — My teacher(s) expect me to do my best	89%	88%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	65%	55%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	84%	69%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	48%	35%
SE — What we do in school will help me succeed in life	48%	46%	

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



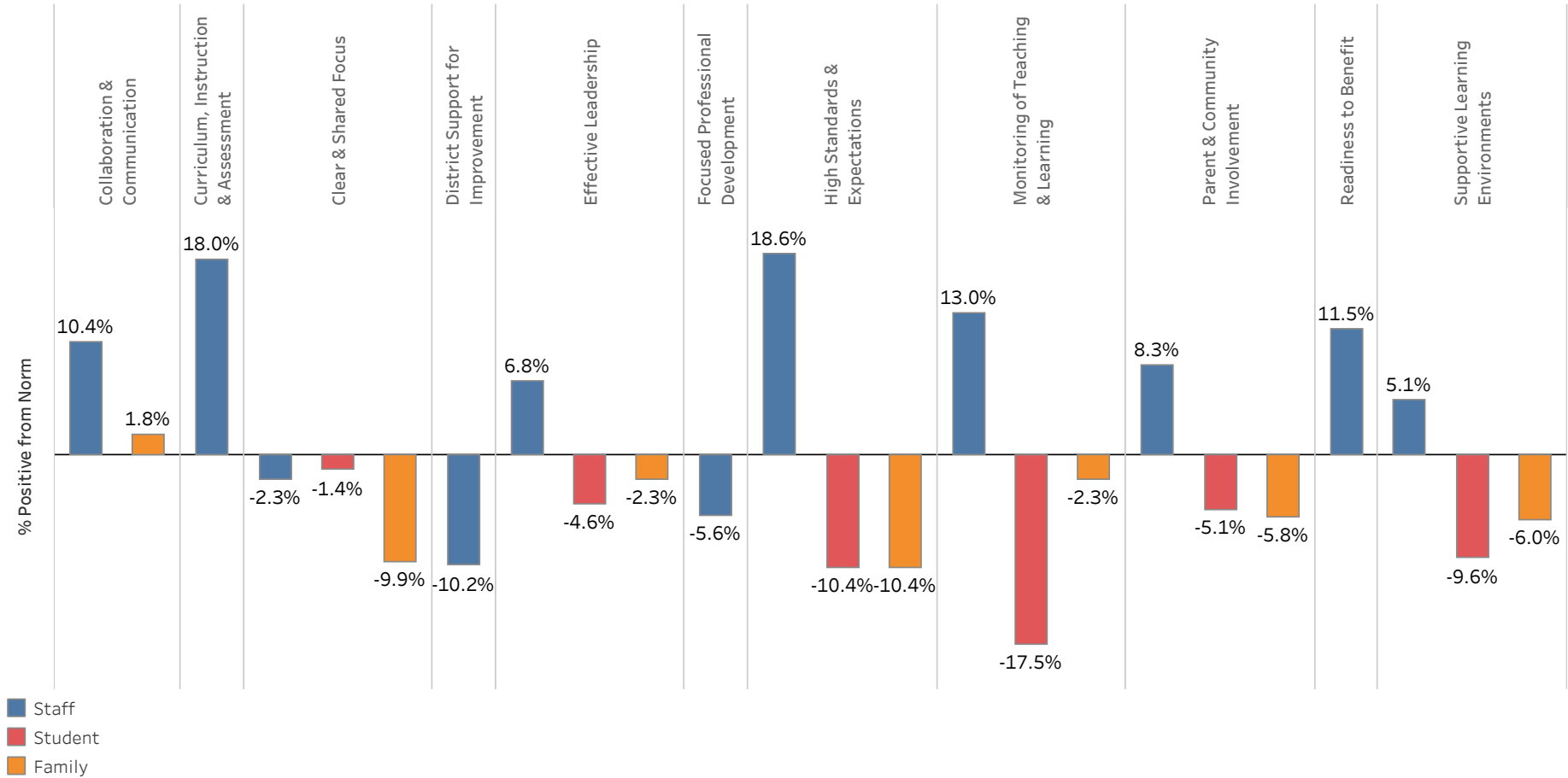
How does your school's Academic Press compare to other schools?



Compared to the Academic Press Norm

How do you compare against other EES Schools?

2023 EES Survey Perceptions | Pullman High School
 9 Characteristics of Highly Effective Schools



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

Look for common themes.

Are you surprised by the top or bottom items?

Do you see similarities in the Student and Family responses?

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

Characteristics Legend

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

Characteristics Legend (Student-SEL)

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

By % Positive Responses Pullman High School | Pullman Public Schools

Survey Type	Item	% Positive Responses
Staff Survey	RTB — I am willing to work at changing my school for the better	97.9%
	EL — My principal is committed to quality education	95.3%
	CIA — The curricula we teach are aligned with state learning standards	92.3%
	MTL — I provide timely feedback to students about their learning	91.9%
	RTB — I am willing to be held accountable for student learning	91.1%
	EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	30.2%
	FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	28.9%
	D — District administrators communicate a clear vision of good instruction and essential curriculum	26.2%
	D — District leadership communicates effectively with my school	21.4%
FPD — We talk about race and bigotry as a staff	21.3%	
Student Survey	IS — I am comfortable interacting with people from a different racial or ethnic background	94.4%
	FO — I know I will graduate from high school	92.5%
	CSF — My teacher(s) believe student learning is important	90.2%
	IS — I am respectful of others at this school	87.8%
	HSE — My teacher(s) expect me to do my best	87.8%
	MTL — My teacher(s) tell me the purpose for each lesson or activity	35.4%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	35.0%
	IS — My teacher(s) often tell me how I am doing in their class	34.6%
	SLE — Most students are respectful of others at this school	27.5%
IS — Adults in this school help me plan and set goals for my future	26.0%	
Family Survey	C — Communications/materials I receive from the school are in a language I can understand	98.9%
	SLE — School employees are respectful and courteous of one another	89.5%
	C — Parents/families and employees at this school talk respectfully with one another	84.0%
	SLE — My student feels safe at school	82.4%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	78.8%
	CSF — I am informed about progress toward the improvement goals of this school	41.9%
	SLE — My student learns about the cultures of our community at their school	38.7%
	PCI — Parents/families have input into plans for improving this school	37.1%
	C — I am encouraged to collaborate with my student's teachers about my student's learning	34.6%
PCI — This school tells me how I can help my student with homework	24.0%	

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



The Center for Educational Effectiveness

Top/Bottom 5 Increase/Decrease in % Positive Responses Pullman High School | Pullman Public Schools

Look for common themes.

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

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

Survey Type	Statement	% Change
Staff Survey	CIA — Our district has a social emotional framework (standards)	14.9%
	FPD — I receive training on instruction to support social emotional learning	11.3%
	FPD — We are provided training to meet the needs of a diverse student population in our school	10.7%
	RTB — I welcome new ideas and change	10.2%
	CSF — My performance goals are set based on the goals of this school	6.7%
	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	-25.4%
	EL — The school leadership team is comfortable presenting new ideas to the staff	-27.1%
	EL — Staff at all levels are treated fairly here	-28.8%
	D — There is a consistent vision of school improvement throughout this district	-29.1%
	D — This district facilitates systems and programs to support school improvement	-32.5%
Student Survey	EL — In class we often work with other students to solve a problem/do a task	23.7%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	8.5%
	SM — I pay attention to how I feel	3.2%
	BELONG — In my school, I feel that I belong to a group of friends	2.3%
	EL — I often see the principal or administrators around the school talking to students	1.6%
	SLE — Most students are respectful of others at this school	-24.5%
	BELONG — I feel proud of my school	-24.9%
	SLE — All students are held to the same behavior rules and expectations	-26.3%
	MTL — My teacher(s) ask questions of all students, not just some students	-27.1%
	SLE — I feel safe at this school	-31.3%
Family Survey	SLE — In this school, time is spent doing work that students find useful and interesting	6.8%
	SLE — Teachers in this school provide students with a variety of learning opportunities	6.6%
	PCI — I feel welcome at this school	5.4%
	C — Parents/families and employees at this school talk respectfully with one another	4.4%
	MTL — My student is encouraged to track progress toward their goals	4.3%
	C — This school communicates with me about my student's progress	-16.6%
	SLE — My student learns about the cultures of our community at their school	-17.2%
	C — I am encouraged to collaborate with my student's teachers about my student's learning	-18.2%
	PCI — Parents/families have input into plans for improving this school	-20.0%
	CSF — I am informed about progress toward the improvement goals of this school	-21.1%

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

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



The Center for Educational Effectiveness

Pullman High School | Pullman Public Schools

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

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

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

			2021	2023
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	86%	90%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu	84%	69%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	87%	79%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	78%	52%
	SLE — All students are held to the same behavior rules and expectations	Stu	67%	41%
	CSF — This school has equitable behavior rules for all students	Fam	75%	67%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	97%	86%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	64%	46%
	SLE — Bullying/harassment is not tolerated in this school	Fam	66%	53%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	69%	58%
	SLE — Student success is celebrated in this school	Stu	60%	43%
	SLE — This school celebrates student success	Fam	62%	58%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	25%	21%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	29%	38%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	53%	49%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	73%	65%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	78%	68%
	HSE — Teachers have high expectations for student learning at this school	Fam	73%	66%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	50%	40%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	55%	37%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	50%	52%
Safety	SLE — Students believe this school is a safe place	Sta	73%	62%
	SLE — I feel safe at this school	Stu	88%	57%
	SLE — My student feels safe at school	Fam	85%	82%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	92%	83%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	89%	73%
	SLE — This school provides a caring/supportive environment for my student	Fam	68%	69%

Change in % Positive Responses

	Staff	Student	Family
Academic Equity	3.6%	-15.4%	-8.3%
Behavior Standards	-25.4%	-26.3%	-8.3%
Bullying	-11.5%	-17.9%	-12.7%
Celebrating Success	-11.7%	-16.5%	-3.6%
Confronting Bias	-3.7%	8.5%	-4.0%
High Expectations	-7.9%	-9.6%	-7.1%
Intervention for Struggling Students	-10.0%	-17.5%	2.3%
Safety	-11.1%	-31.3%	-3.0%
Supported Learning	-8.8%	-16.8%	0.8%

What to look for...

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

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

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



The Center for Educational Effectiveness

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

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

Pullman High School Pullman Public Schools	
CSF — Staff share a high sense of urgency around the need to improve	47%
SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	43%
CSF — Important decisions here are based on the goals of this school	43%
FPD — We talk about race and bigotry as a staff	43%
D — This district facilitates systems and programs to support school improvement	40%

Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.	
D — District leadership communicates effectively with my school	-29.3%
D — Collaboration between district and schools is based upon trust and respect	-15.4%
D — District administrators communicate a clear vision of good instruction and essential curriculum	-15.0%
C — There is a willingness to address conflict in this school	-13.6%
FPD — I receive training on instruction to support social emotional learning	-12.7%
RTB — My colleagues are willing to be held accountable for student learning	16.4%
D — This district facilitates systems and programs to support school improvement	17.8%
EL — Staff at all levels are treated fairly here	21.6%
EL — The school leadership team is comfortable presenting new ideas to the staff	21.7%
SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	23.4%

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

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

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

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



The Center for Educational Effectiveness

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

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

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

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

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

Sometimes True Pullman High School | Pullman Public Schools

CSF — Staff share a high sense of urgency around the need to improve	47%
SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	43%
CSF — Important decisions here are based on the goals of this school	43%
FPD — We talk about race and bigotry as a staff	43%
D — This district facilitates systems and programs to support school improvement	40%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	39%
SLE — Students believe this school is a safe place	38%
D — District administrators demonstrate commitment to improved student learning	38%
MTL — Assessment data are used to identify student needs and appropriate instructional intervention	38%
MTL — Struggling students receive early intervention and remediation to acquire skills	38%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	37%
CIA — Instruction is personalized to meet the needs of each student	37%
D — There is a consistent vision of school improvement throughout this district	37%
EL — Staff at all levels are treated fairly here	37%
RTB — My colleagues welcome new ideas and change	36%
D — This district facilitates the alignment of curriculum across grades and schools	36%
MTL — Students are encouraged to self-reflect and track progress toward goals	36%
MTL — I incorporate social emotional instruction into my daily instructional delivery	35%
D — Collaboration between district and schools is based upon trust and respect	33%

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

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

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

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

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

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

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

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MTL — My teacher(s) help me learn by challenging me with interesting activities in class	45%
SLE — Most students are respectful of others at this school	44%
MTL — My teacher(s) find other ways for me to learn things I find difficult	41%
MTL — My teacher(s) ask questions of all students, not just some students	38%
MTL — My teacher(s) tell me the purpose for each lesson or activity	37%
CT — I think of more than one solution when I have a problem	37%
EL — My teacher(s) listen to my ideas and/or concerns	36%
IS — Adults in this school help me plan and set goals for my future	36%
CT — I solve problems by first breaking them into smaller steps	36%
CSF — In my classes, students are busy doing schoolwork	35%
SLE — Work I do in this school is useful and interesting to me	34%
IS — My teacher(s) often tell me how I am doing in their class	33%

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

Sometimes True Pullman High School | Pullman Public Schools

CSF — My student understands the purpose of each lesson

34%

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

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

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

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

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

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