

# Educational Effectiveness Survey™

## Characteristics of Improving Districts

District Edition v4.1

### Pullman Public Schools

2021

N=24

2023

N=26





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

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### **Contact Information:**

**Phone: 425-283-0384**  
**info@effectiveness.org**  
**www.effectiveness.org**



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

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# Introduction

The district improvement planning and transformation process is supported and driven by both quantitative and qualitative data. Data should be used to inform decisions, set goals, create school improvement plans, and measure progress toward stated goals.

Effective districts realize that outcomes (student achievement, fiscal management, safety, etc.) are defined and driven by the Mission/Vision, Leadership, and the processes, programs, and culture in place in their buildings and districts.

## **The Characteristics of Improved School Districts**

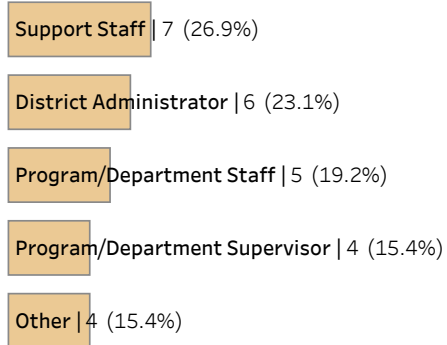
The Office of the Superintendent of Public Instruction for the state of Washington identified the characteristics common to high-improving districts. Districts who are engaged in improvement activities focus on these characteristics to create and improve the system(s) that drive the outcomes. This research was refined and published as the Characteristics of Improved School Districts (Shannon and Bylsma, 2004).

**Shannon, G.S. & Bylsma, P. (2004). Characteristics of Improved School Districts: Themes from Research. Office of Superintendent of Public Instruction. Olympia, WA.**

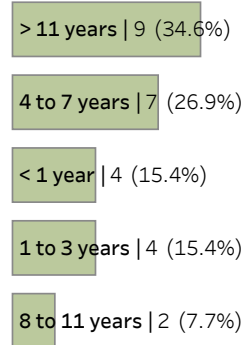
CEE's primary concern is that this report be useful and informative as you define your School and/or District Improvement Plan in order to improve student achievement. If you require any additional assistance in using your report, please contact us at [info@effectiveness.org](mailto:info@effectiveness.org).

# Demographics

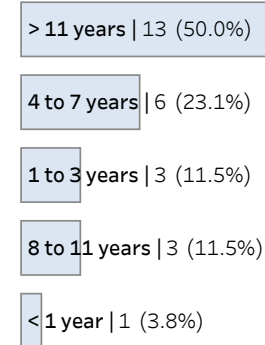
## Position



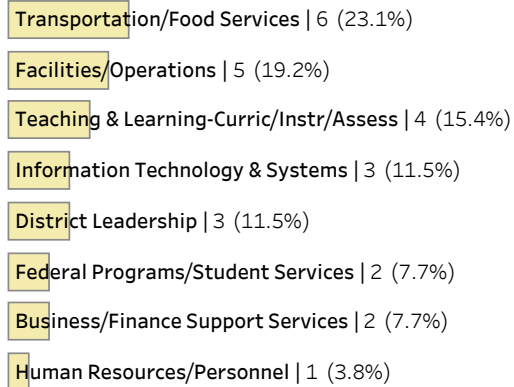
## Years of Service at the District



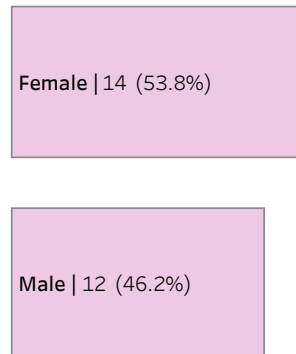
## Years of Service in Education



## Department



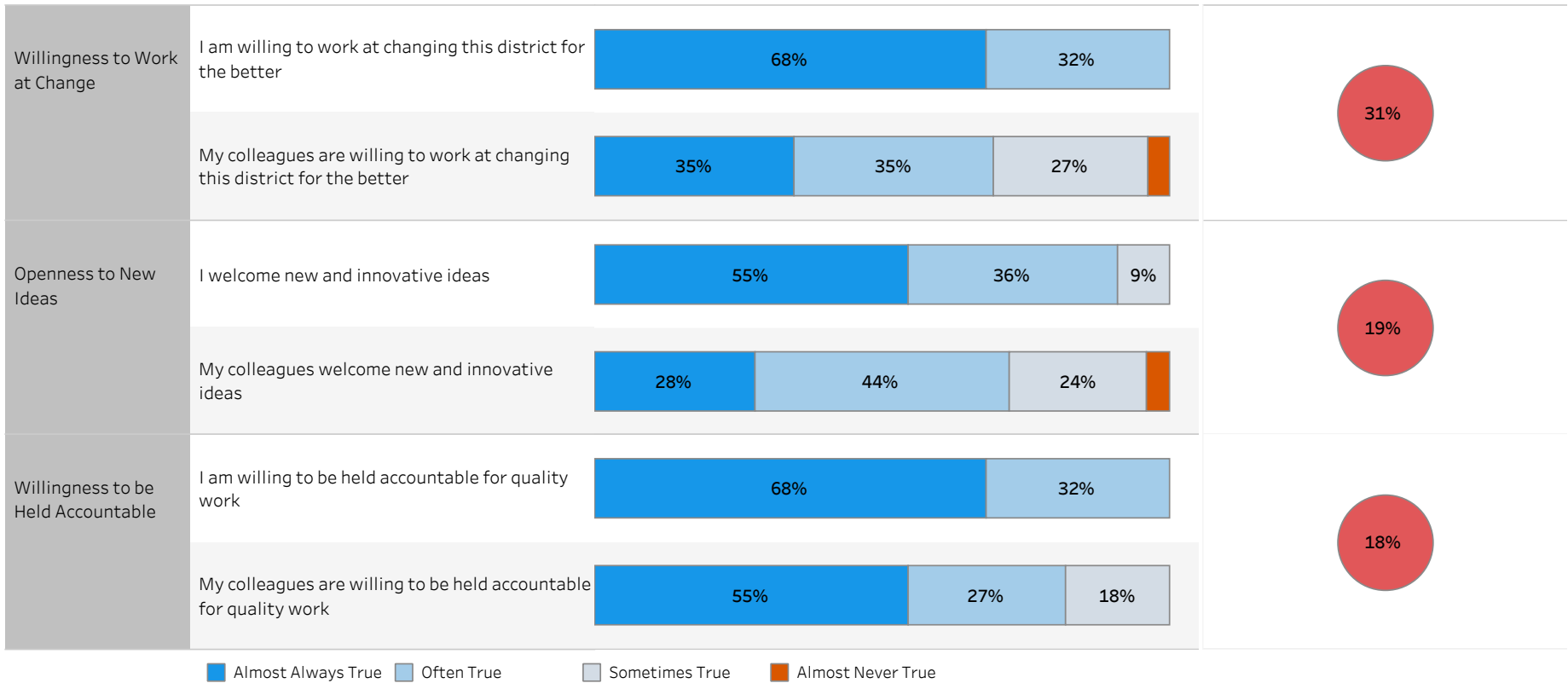
## Gender



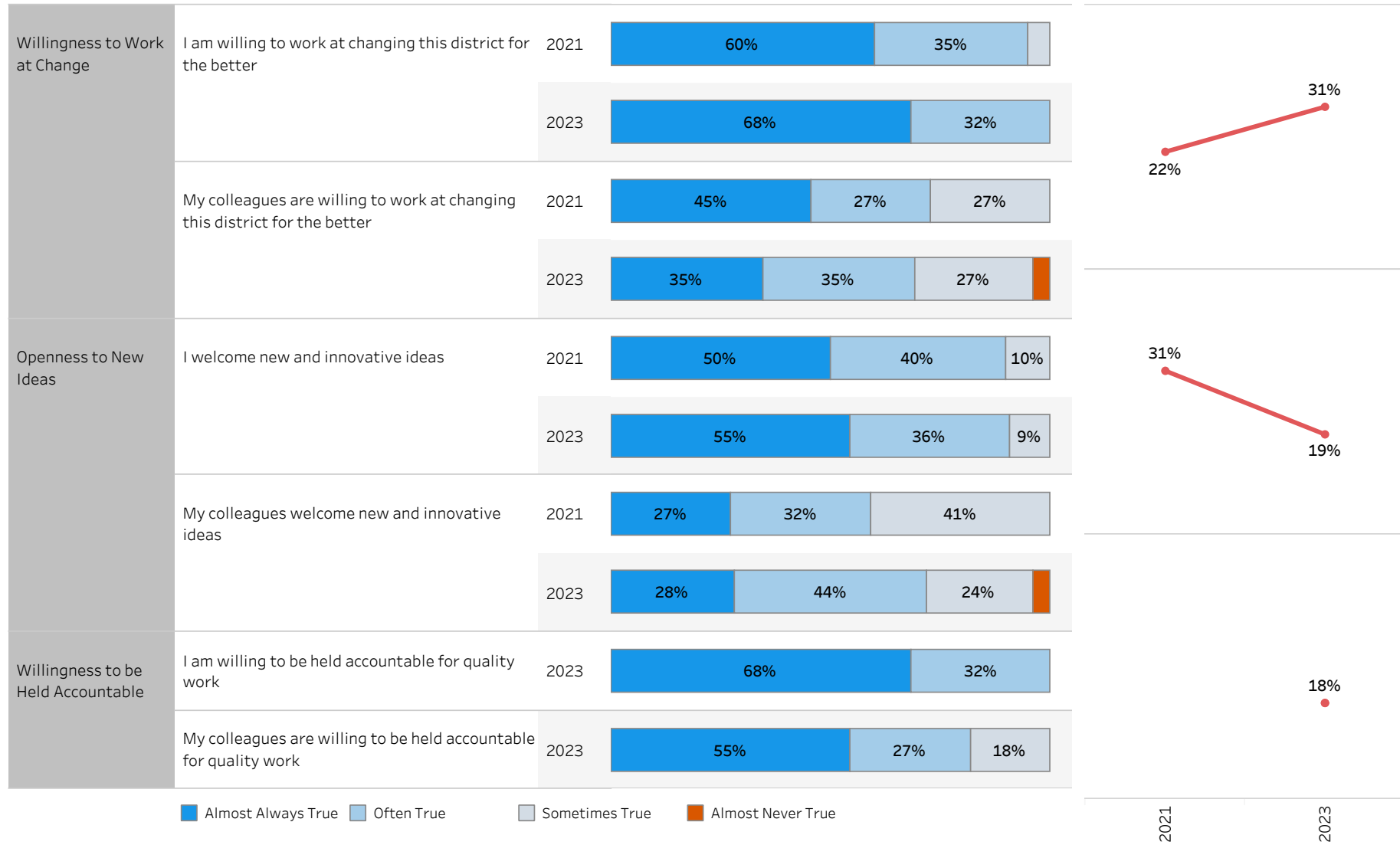
# Readiness for Change—I vs. They Perspectives

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

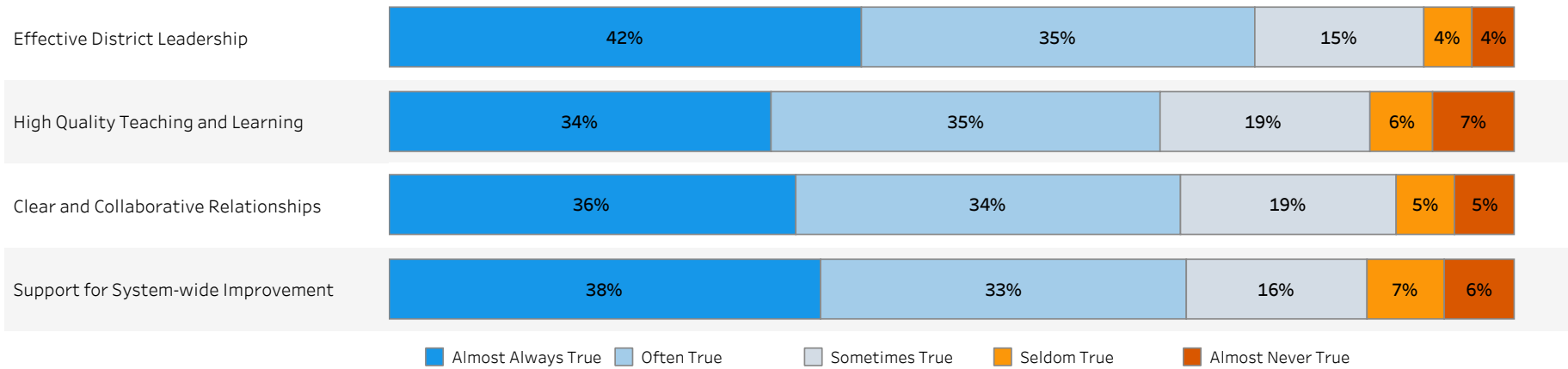
How large is the Gap between I vs. They?



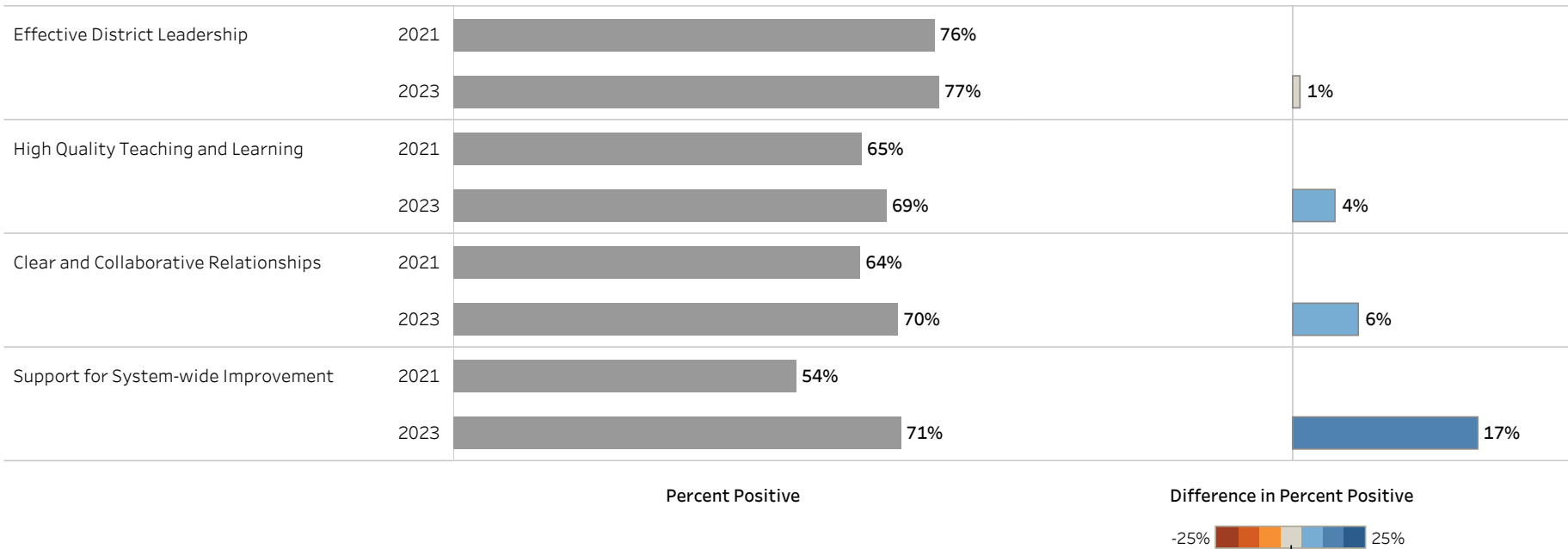
# Readiness for Change—I vs. They Perspectives— LONGITUDINAL



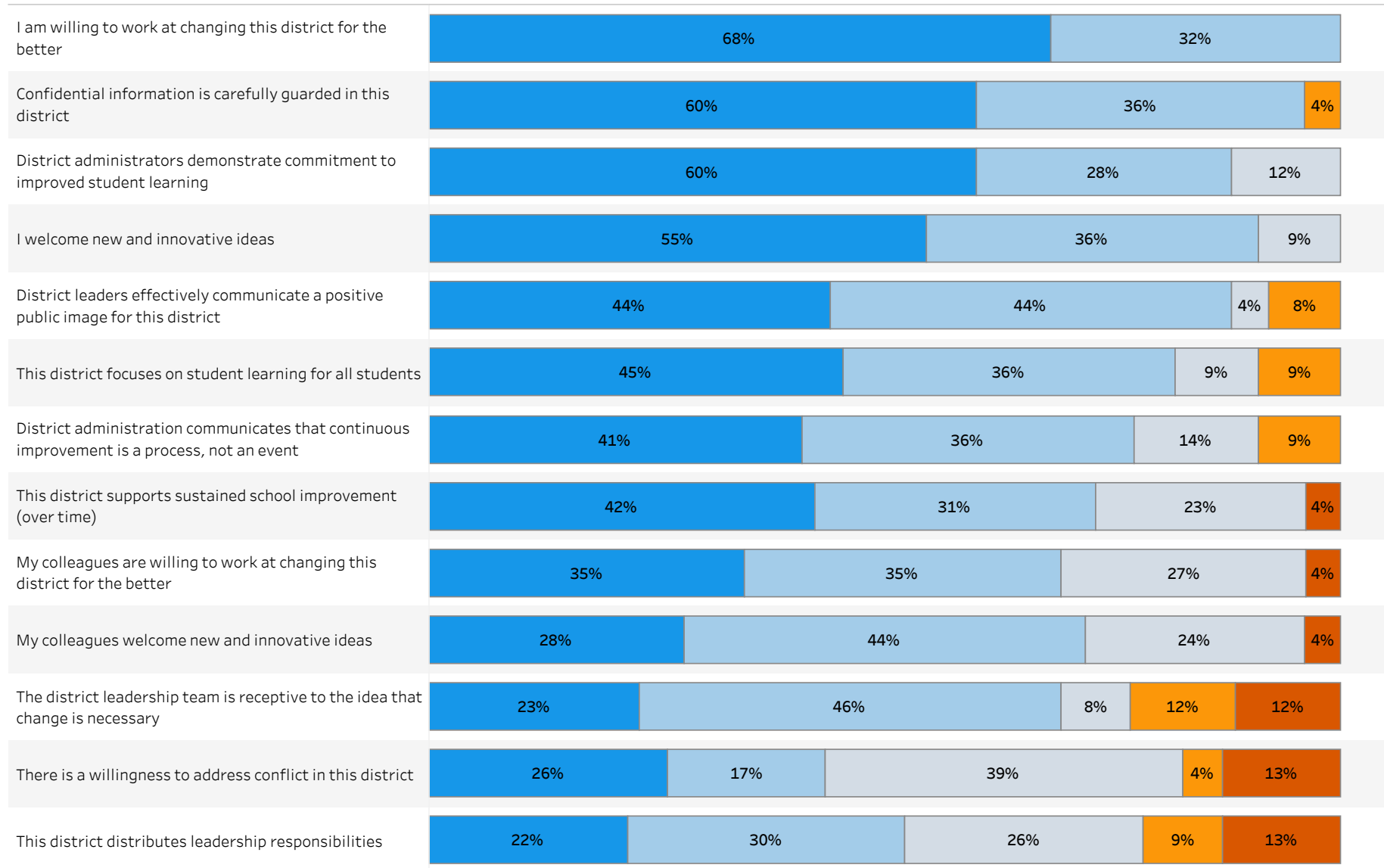
# Characteristics of Improving Districts



# Characteristics of Improving Districts—LONGITUDINAL



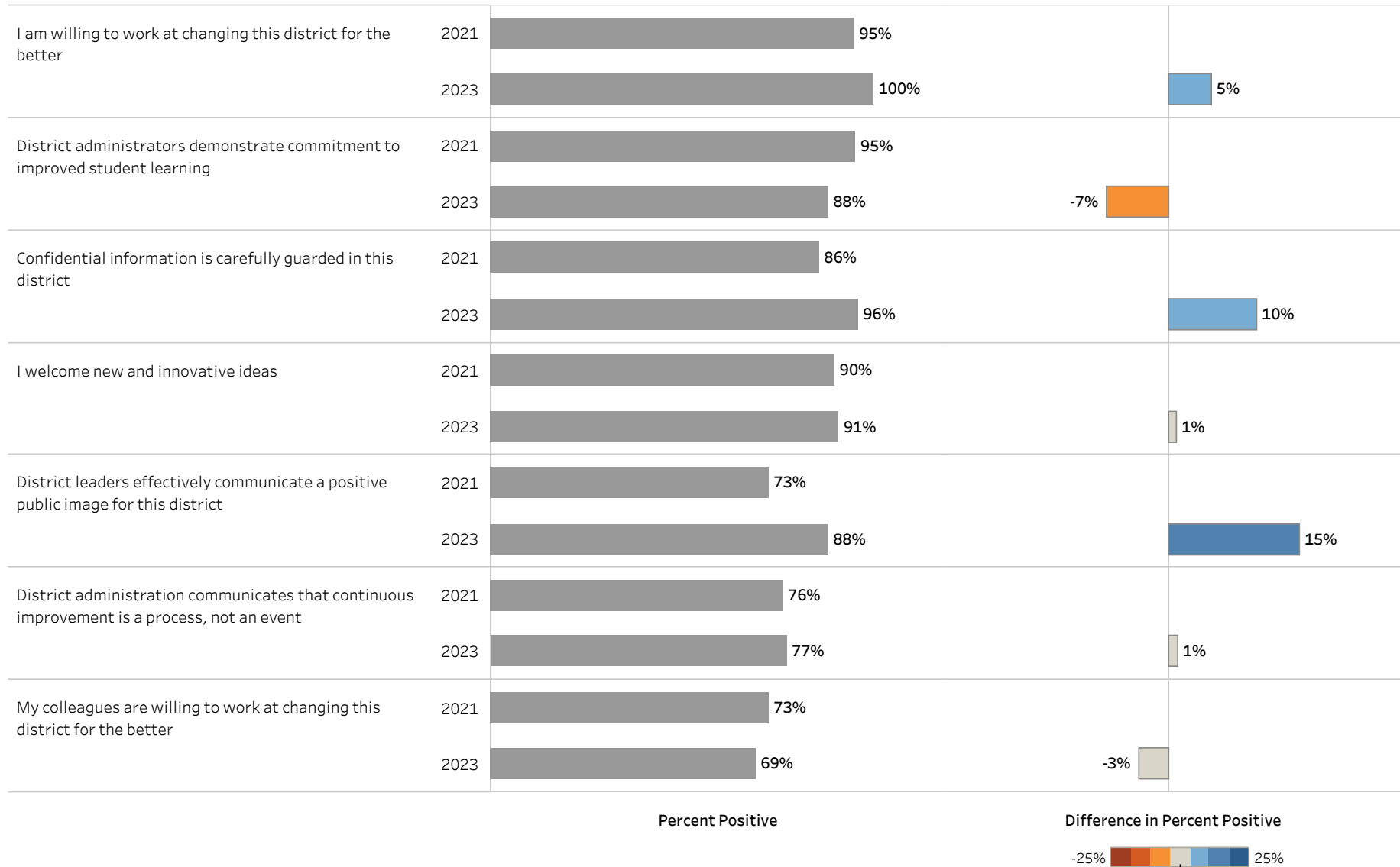
# Effective District Leadership



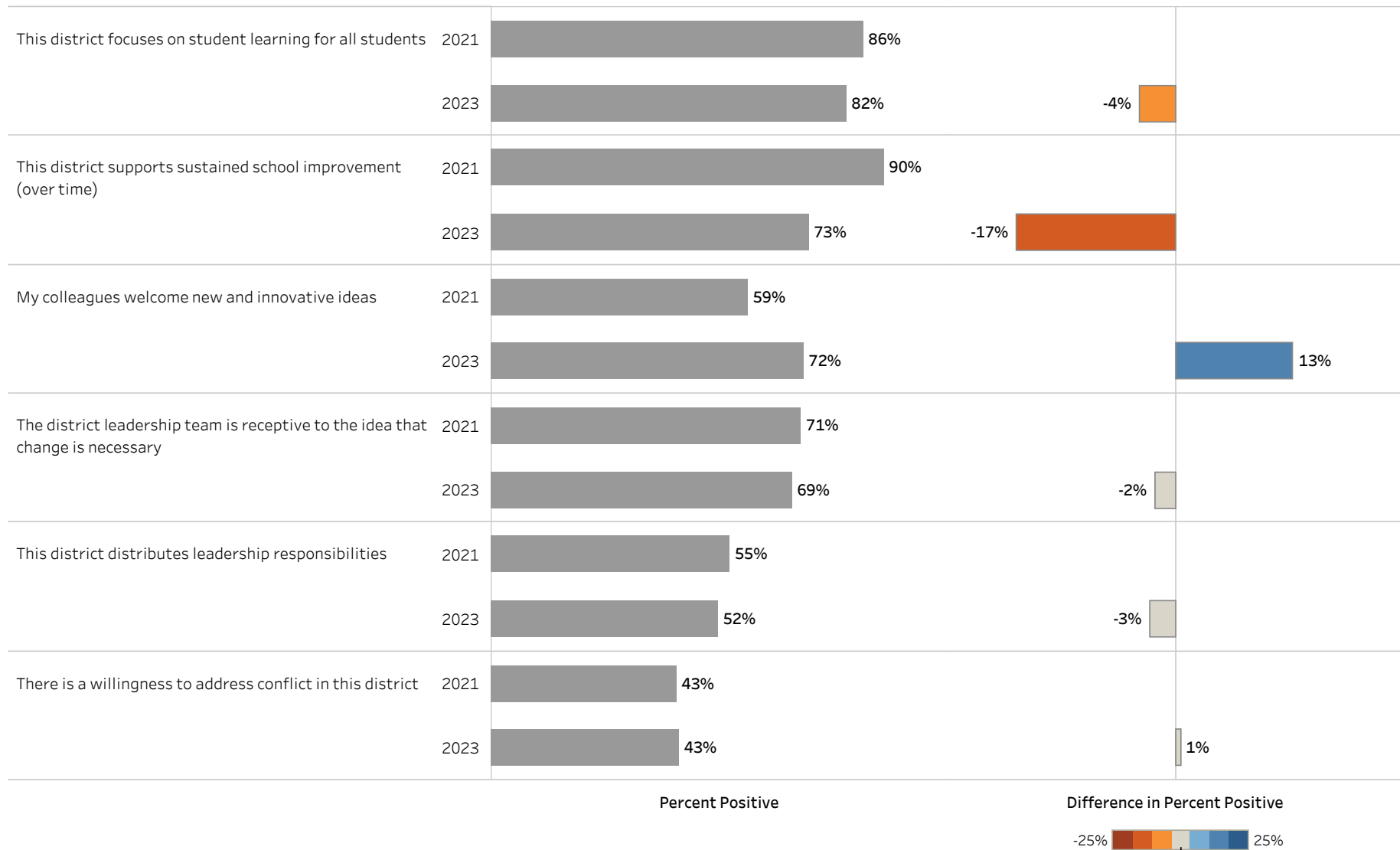
■ Almost Always True  
 ■ Often True  
 ■ Sometimes True  
 ■ Seldom True  
 ■ Almost Never True



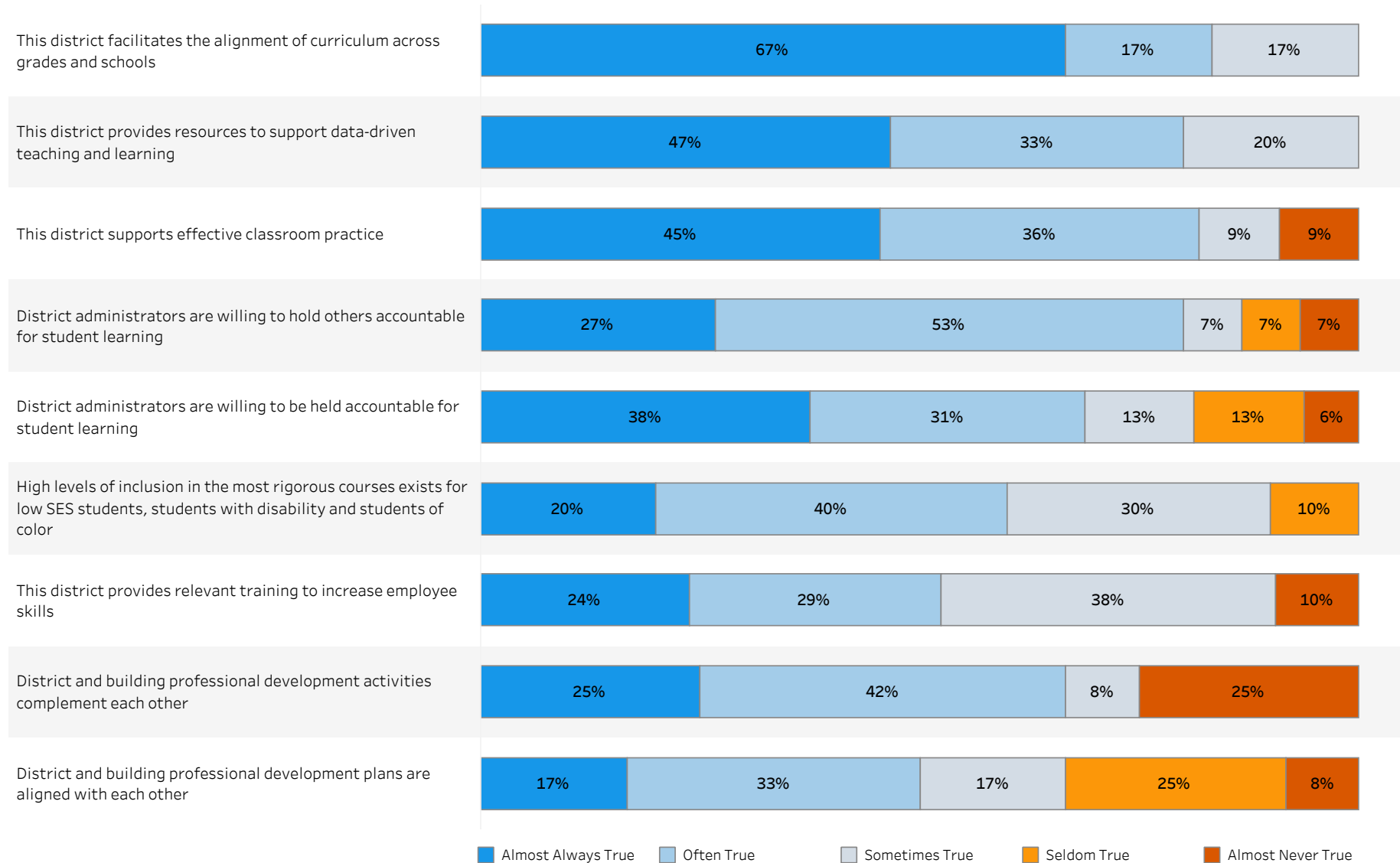
# Effective District Leadership—LONGITUDINAL 1 of 2



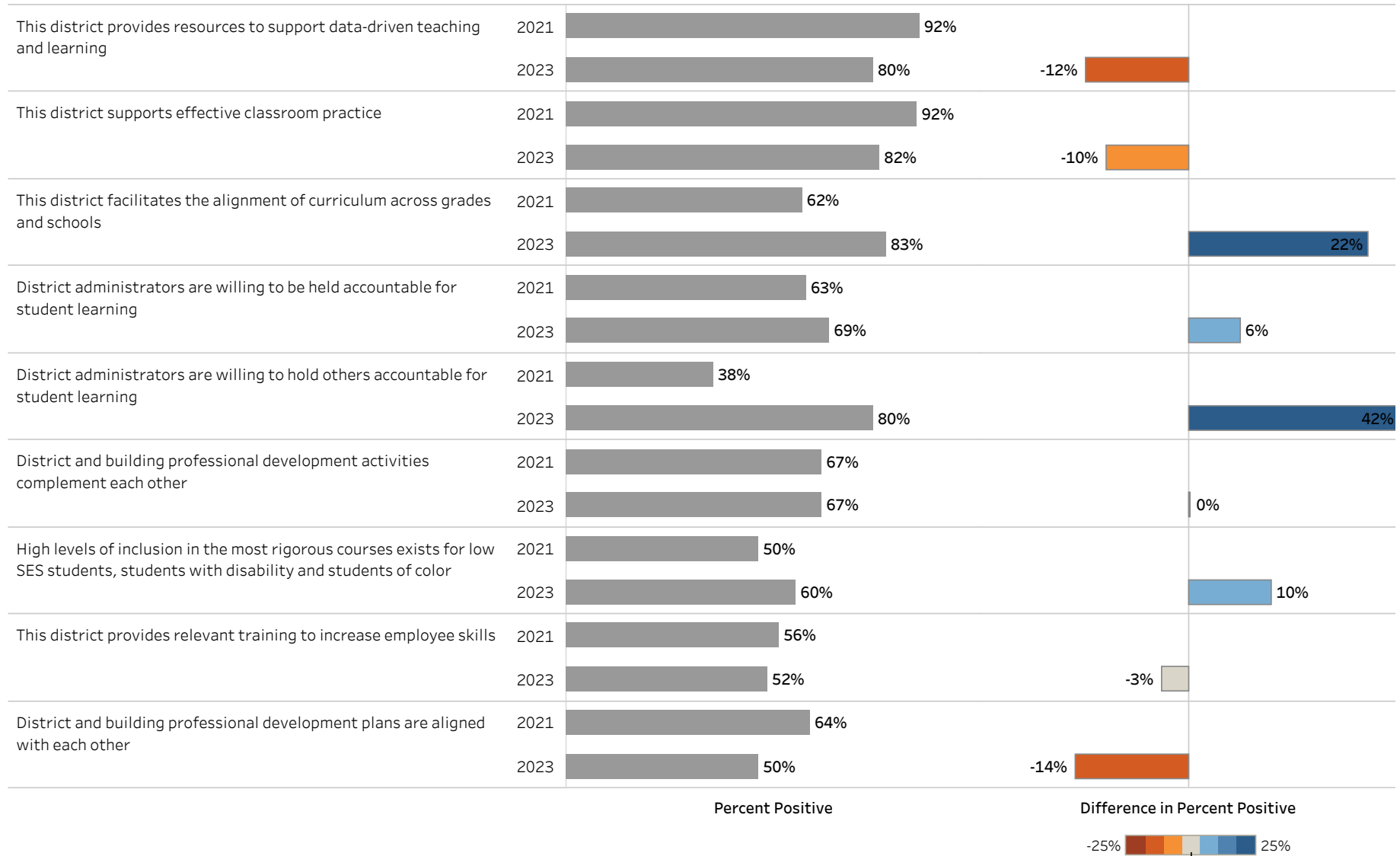
# Effective District Leadership—LONGITUDINAL 2 of 2



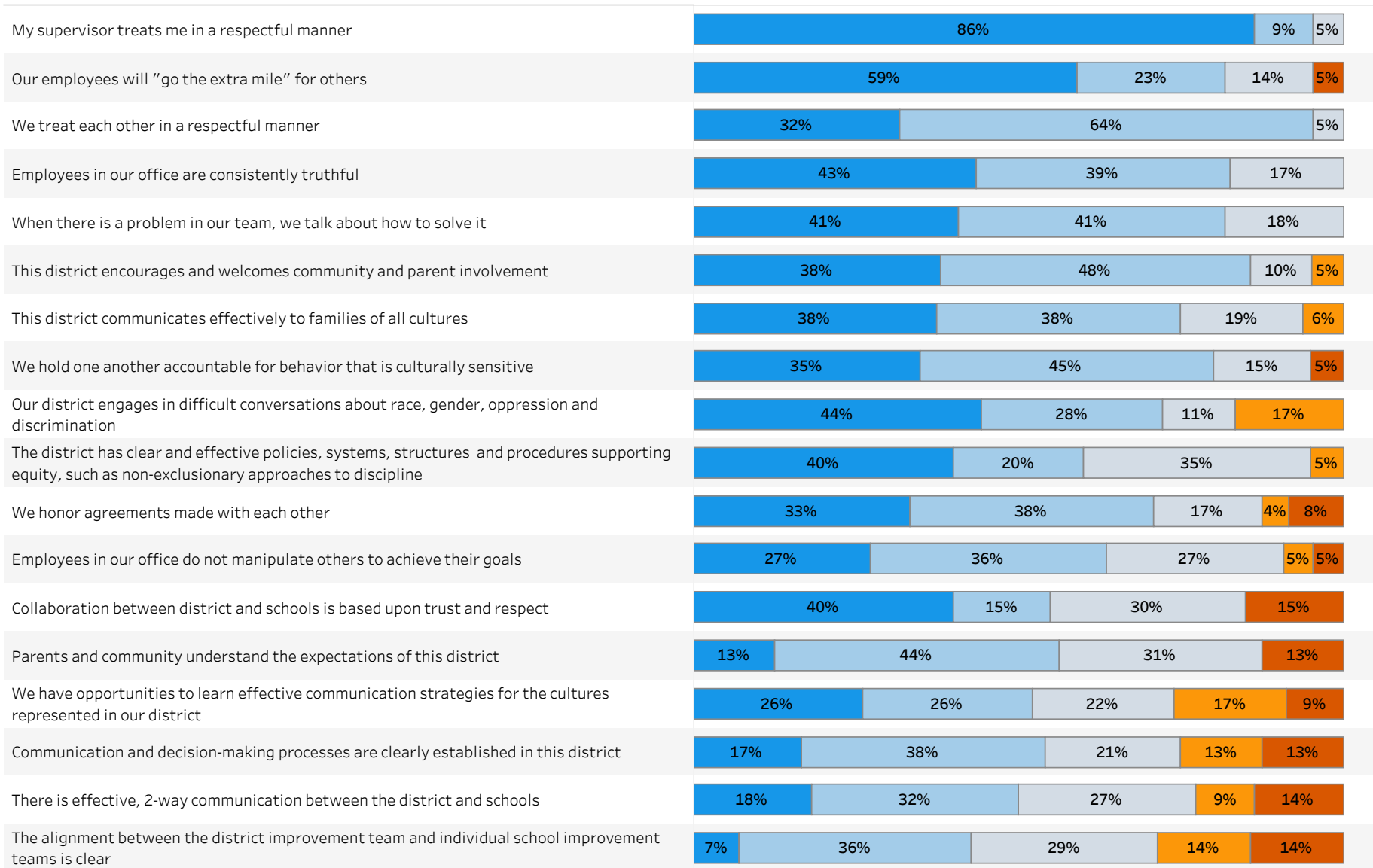
# High Quality Teaching and Learning



# High Quality Teaching and Learning—LONGITUDINAL

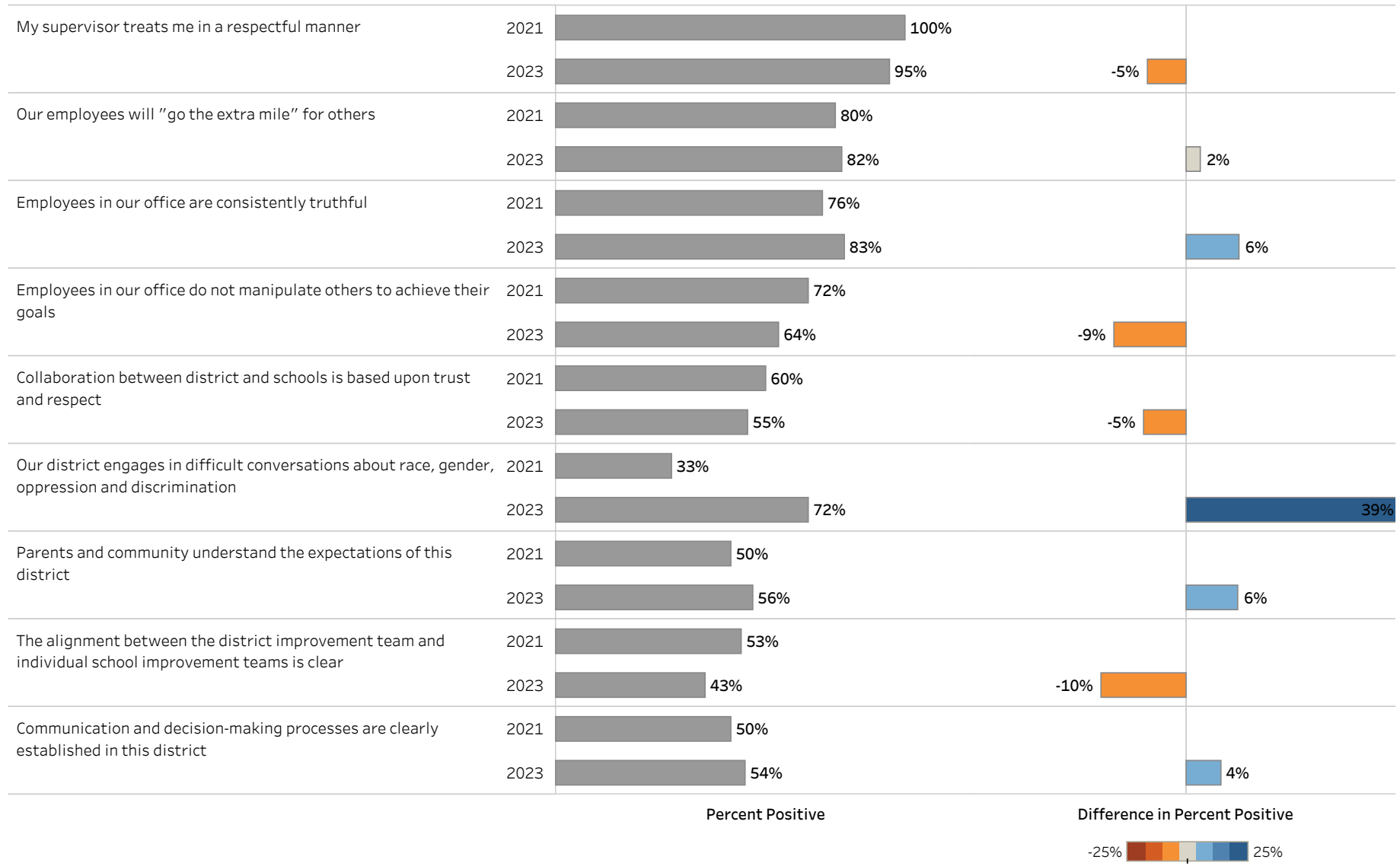


# Clear and Collaborative Relationships

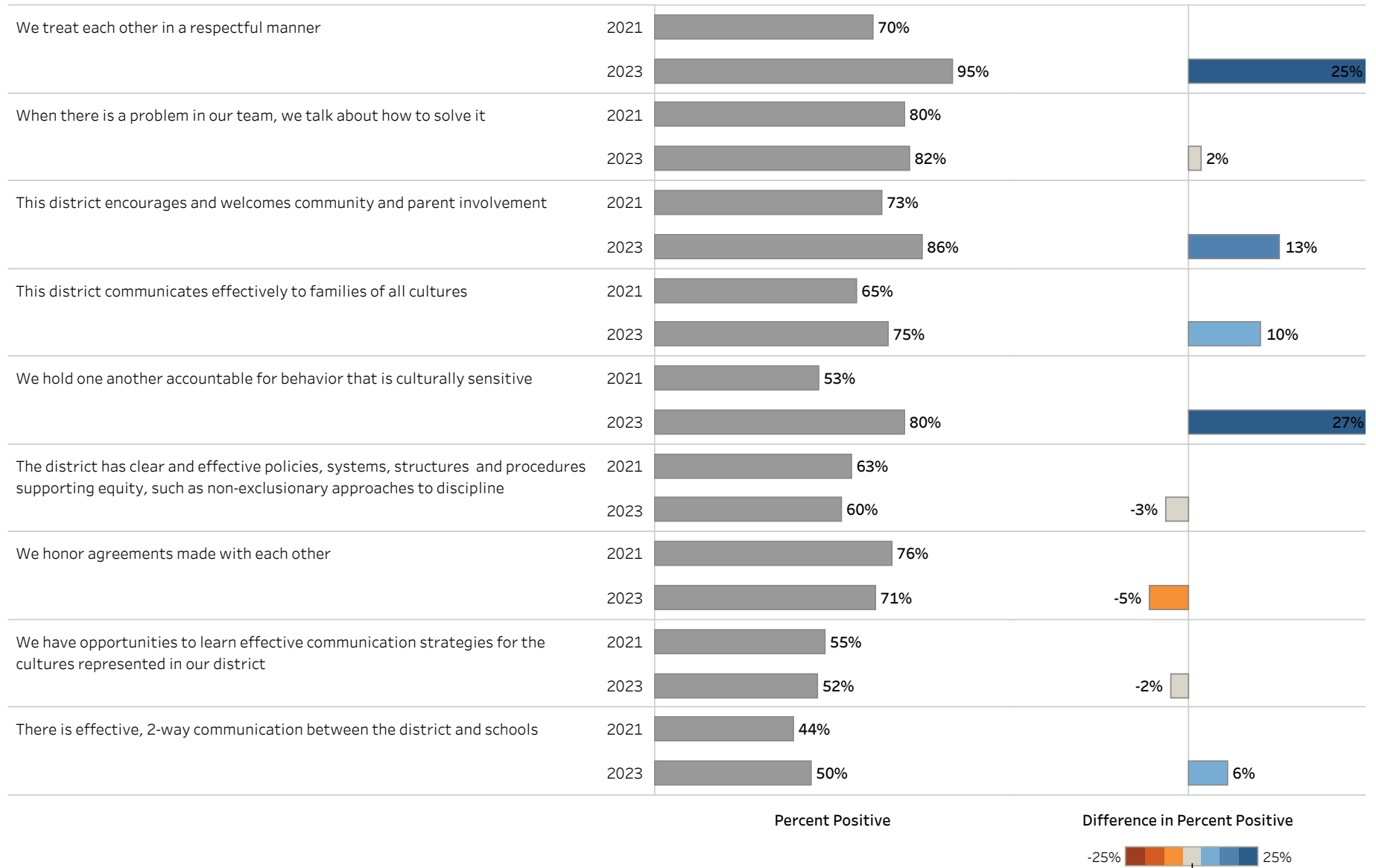


■ Almost Always True  
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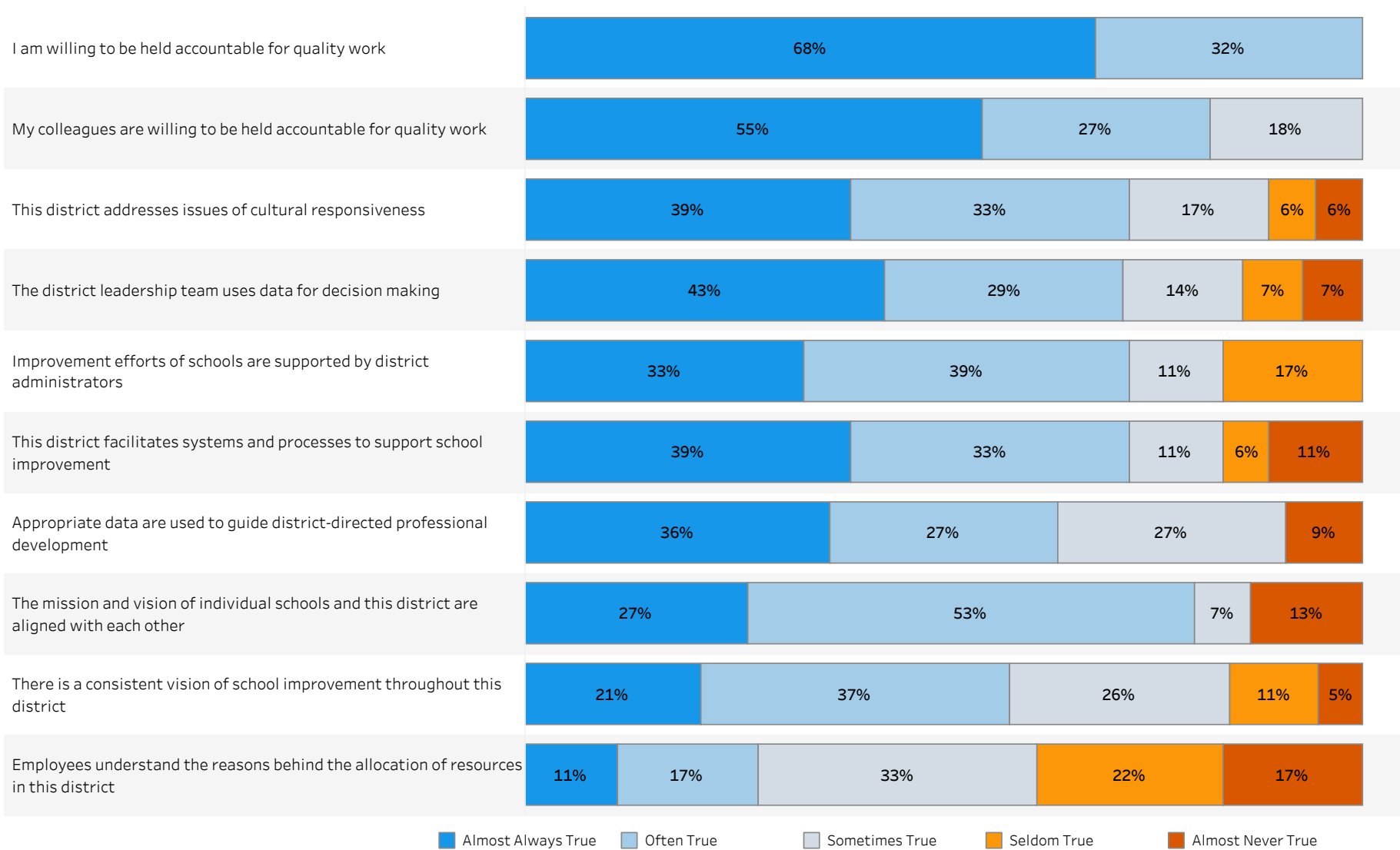
# Clear and Collaborative Relationships— LONGITUDINAL 1 of 2



# Clear and Collaborative Relationships— LONGITUDINAL 2 of 2

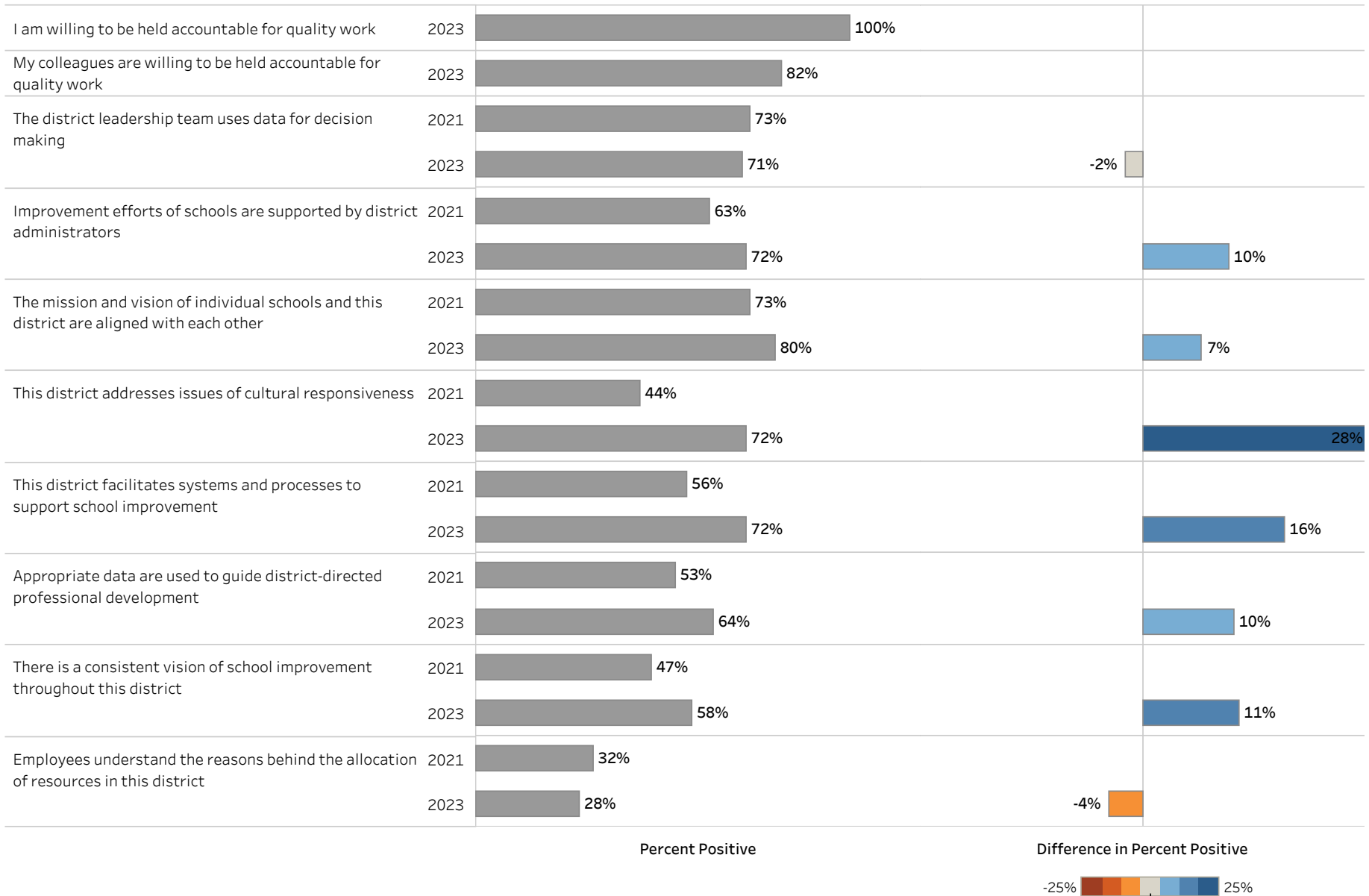


# Support for System-wide Improvement

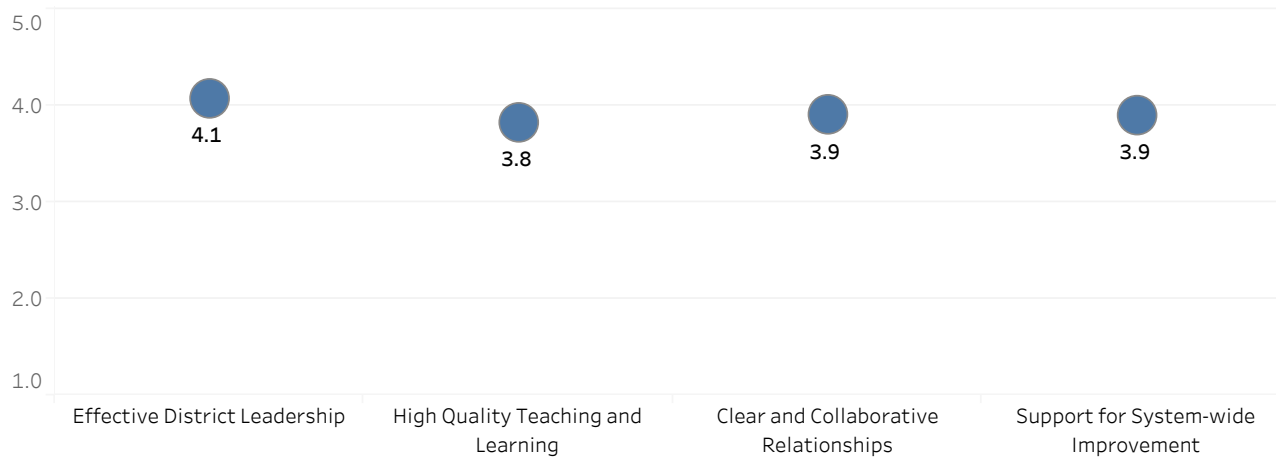




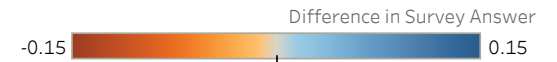
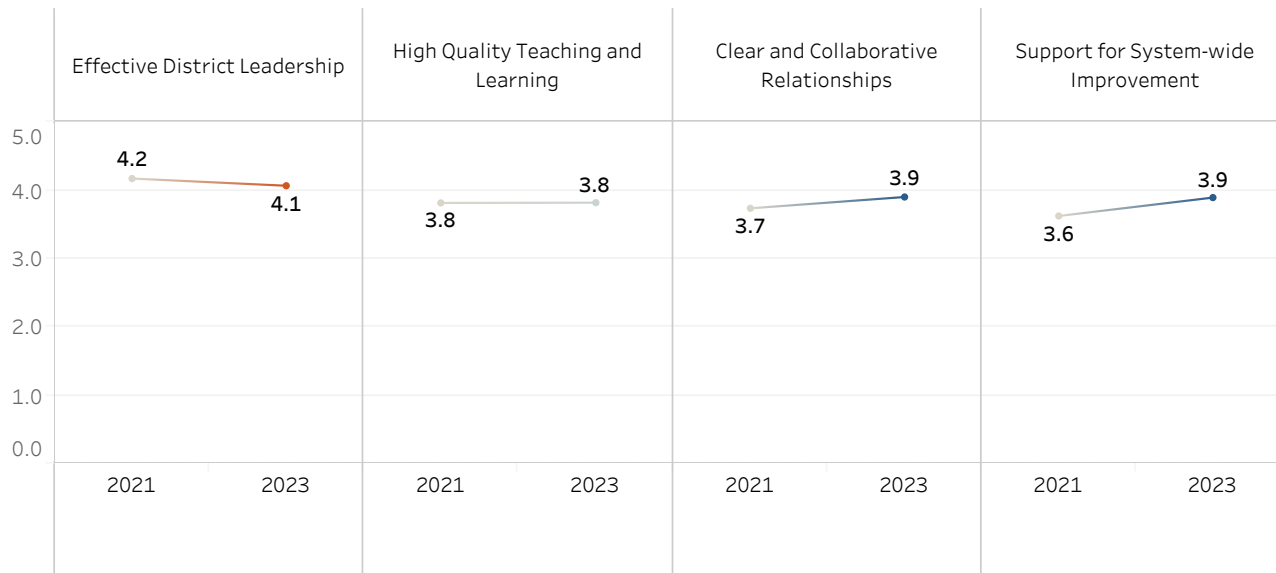
# Support for System-wide Improvement—LONGITUDINAL



## District Summary Comparison - Mean Scores



## LONGITUDINAL



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