# Educational Effectiveness Survey™

Professional Learning Community Module

# 9 Characteristics of High Performing Schools

#### Staff Edition V11

cee

The Center for Educational Effectiveness

Pullman Public Schools

2021 2023 N=200 N=196



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#### Introduction

#### EES Staff Survey Research Framework

The Center for Educational Effectiveness brings together leading research to create the Educational Effectiveness Survey™ (EES)—a formative and diagnostic tool designed to stimulate and inform conversations for improvement within your organization. The research framework includes:

- Effective organizations
- Organizational trust
- Culturally responsive teaching
- District support for improvement
- Attributes of effective instructional practice

This report contains results from the survey you recently administered.

#### Survey Question Structure

Staff are asked to identify their position when they begin the survey. Instructional staff are shown all questions in the survey while non-instructional staff are shown a subset that omits instructional practice questions. This allows for deeper analysis of the survey data.

#### **Readiness for Change**

This is the starting point for interpreting your EES Staff data. CEE's research into staff survey responses has shown these items or attributes to be foundational to organizational change. This section, with your unique charted data, is the first section in the report.

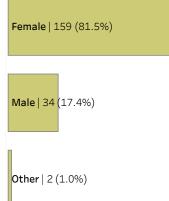
#### 9 Characteristics of High-Performing Schools

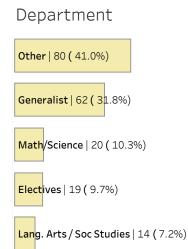
While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning and achievement.



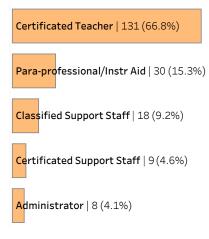
#### Demographics

#### Gender





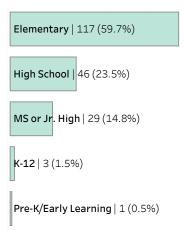
#### Position



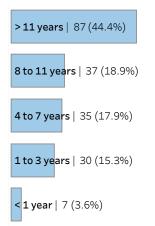
School-Yrs of Service



#### Level



#### Education-Yrs of Service



## Readiness for Change

Pullman Public Schools

The charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those issues to successfully navigate and sustain change. The data contained within the EES will allow conversations about those and other issues to begin by using "the staff voice."

You will find these data and the rest of the "readiness for change" data in the following report section.

#### All Staff

Problem Solving	When there is a problem in my school, we talk about how to solve it	21%	28%		31%		10%	9%
Conflict Resolution	There is a willingness to address conflict in this school	19%	26%	2	7%	1	7%	10%
A Sense of Urgency to Improve	Staff share a high sense of urgency around the need to improve	19%	39%		3	32%		6%

#### Instructional Staff

Problem Solving	When there is a problem in my school, we talk about how to solve it	20%	28%	33%	10%	9%
Conflict Resolution	There is a willingness to address conflict in this school	18%	27%	28%	16%	10%
A Sense of Urgency to Improve	Staff share a high sense of urgency around the need to improve	19%	40%		32%	6%
	Almost Alway	ys True 📃 Often True	e 📃 Sometimes Tr	rue 📃 Seldom True	Almost Ne	/er True

Almost Never True

# Readiness for Change—LONGITUDINAL

#### All Staff

Problem Solving	When there is a problem in my school, we talk about how to solve it	2021	28%	45	5%	23%	4%
		2023	21%	28%	31%	10%	9%
Conflict Resolution	There is a willingness to address conflict in this school	2021	25%	39%		27%	7%
		2023	19%	26%	27%	17%	10%
A Sense of Urgency to Improve	Staff share a high sense of urgency around the need to improve		16%	47%		32%	
		2023	19%	39%		32%	<mark>6%</mark> 3%
	A		19%	<b>39%</b>	seldom True	32%	

## Readiness for Change—I vs. They Perspectives

Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

#### How large is the Gap between I vs. They?

#### All Staff

Willingness to Work at Change	I am willing to work at changing my school for the better	60%		359	17%	
	My colleagues are willing to work at changing this school for the better	39%		39%	15%	
Openness to New Ideas	I welcome new ideas and change	37%		49%	13%	26%
	My colleagues welcome new ideas and change	18%	43%	31%	6 <mark>5%</mark>	
Willingness to be Held Accountable	I am willing to be held accountable for student learning	56%		37%	6	19%
	My colleagues are willing to be held accountable for student learning	32%	43%		21%	19%

#### Instructional Staff

Willingness to Work at Change	I am willing to work at changing my school for the better	59%		36% 5%	
	My colleagues are willing to work at changing this school for the better	39%	4:	1%	15%
Openness to New Ideas	I welcome new ideas and change	36%	Ę	50%	14%
	My colleagues welcome new ideas and change	16%	44%	32%	6%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	56%		38%	6%
	My colleagues are willing to be held accountable for student learning	31%	42%		22%
	📕 Almost Always True 📗 Often Tru	e 📃 Sometime	es True 📃 Seldo	om True	Almost Never Tr

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

4% Willingness I am willing to work at changing my 2021 30% 66% to Work at school for the better Change 2023 60% 35% 17% My colleagues are willing to work at 2021 34% 49% 14% changing this school for the better 13% 2023 39% 39% 15% 4% Openness to I welcome new ideas and change 36% 51% 2021 13% New Ideas 2023 49% 13% 37% 26% 23% My colleagues welcome new ideas 2021 20% 44% 33% and change 5% 2023 43% 31% 18% Willingness I am willing to be held accountable for 2021 40% 6% 53% to be Held student learning Accountable 6% 2023 56% 37% 19% My colleagues are willing to be held 2021 32% 49% 18% accountable for student learning 12% 2023 32% 43% 21% 2021 2023 Almost Never True Almost Always True 📃 Often True Sometimes True Seldom True

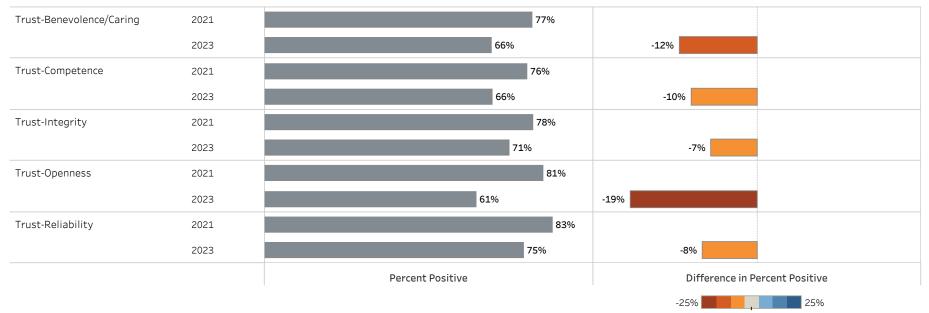
How large is the Gap between I vs. They?

## Organizational Trust

All Staff Trust-Benevolence/Caring 31% 30% 24% 9% 5% Trust-Benevolence/Caring 30% 24% 9% 6% 31% 30% 36% 21% 8% 5% 29% 37% 21% 8% 5 Trust-Competence Trust-Competence Trust-Integrity Trust-Integrity 30% 41% 22% 29% 41% 22% 21% 31% 22% 9% 16% 21% 31% 23% 9% 16% Trust-Openness Trust-Openness 38% 37% 20% 37% 37% 20% Trust-Reliability Trust-Reliability Almost Always True 📃 Often True Sometimes True Seldom True Almost Never True

#### Instructional Staff

#### Organizational Trust—LONGITUDINAL



## 9 Characteristics of High-Performing Schools

All Staff

Pullman Public Schools



#### Instructional Staff

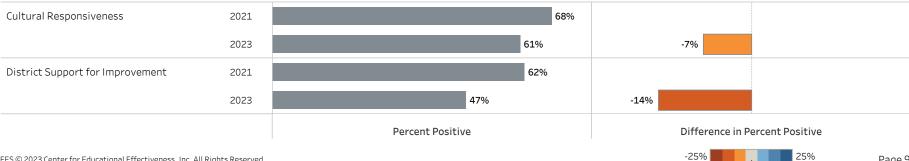
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## 9 Characteristics of High-Performing School — LONGITUDINAL

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The percent difference on the right side represents the year to year change.

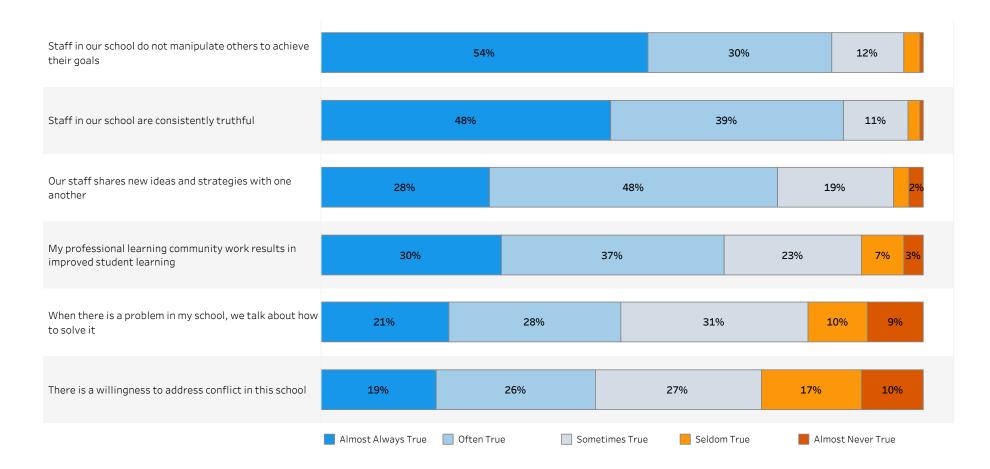
Collaboration & Communication	2021	77%	
	2023	67%	-10%
Clear & Shared Focus	2021	78%	
	2023	71%	-8%
High Standards & Expectations	2021	80%	
	2023	73%	-7%
Effective Leadership	2021	80%	
	2023	67%	-14%
Supportive Learning Environments	2021	88%	
	2023	75%	-13%
Parent & Community Involvement	2021	80%	
	2023	62%	-18%
Curriculum, Instruction & assessment	2021	77%	
	2023	71%	-6%
Monitoring of Teaching & Learning	2021	72%	
	2023	66%	-6%
Focused Professional Development	2021	55%	
	2023	43%	-12%
		Percent Positive	Difference in Percent Positive
Additional Characteristics			



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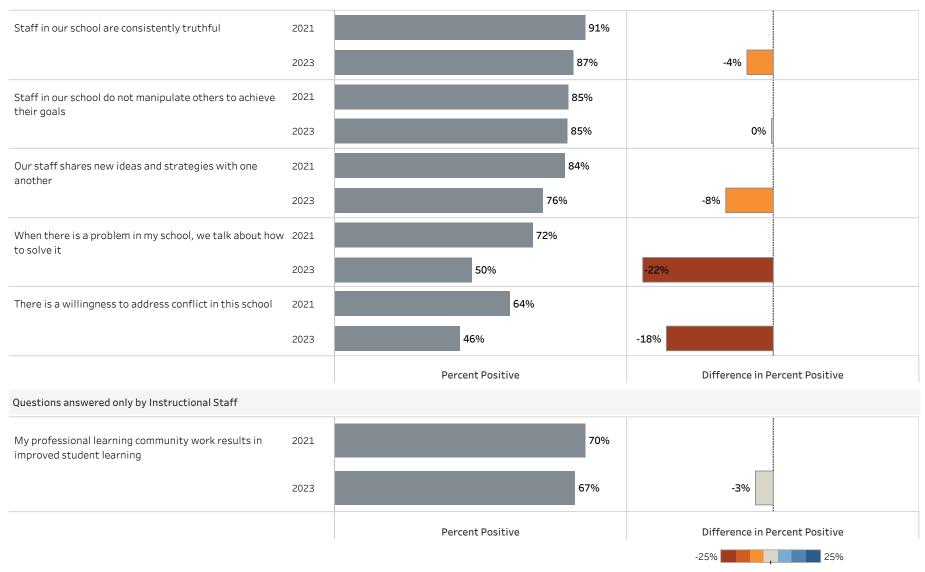
Page 9

# High Levels of Collaboration and Communication



# High Levels of Collaboration and Communication—LONGITUDINAL

The percent difference on the right side represents the year to year change.



## Clear and Shared Focus

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

This school has a data-driven improvement plan with measurable goals

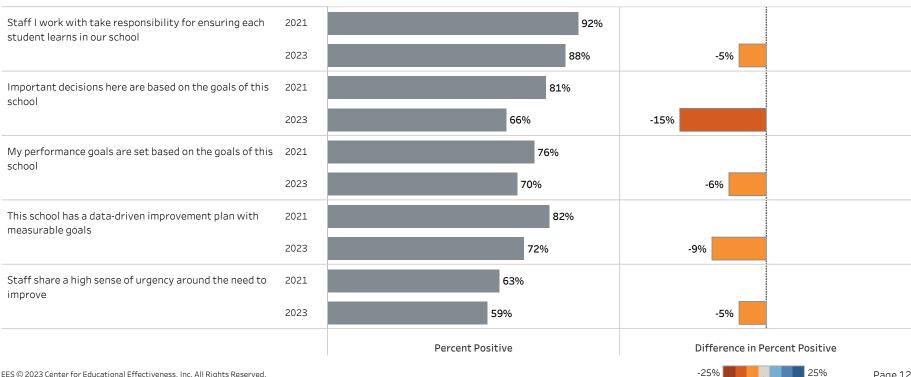
Important decisions here are based on the goals of this school

My performance goals are set based on the goals of this school

Staff share a high sense of urgency around the need to improve

# LONGITUDINAL

The percent difference on the right side represents the year to year change.



49% 39% 10% 41% 17% 32% 8% 43% 23% 28% 4% 43% 19% 27% 7% 19% 39% 32% 6% 🔲 Often True Almost Always True Sometimes True Seldom True Almost Never True

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Page 12

## High Standards and Expectations

In our school we expect all staff to perform responsibilities with a high level of excellence Academic placement is not influenced by race, gender or socioeconomic levels I believe that all students can meet state standards Students understand the expectations of this school Our staff believes that all students can meet state 17% standards

## LONGITUDINAL

The percent difference on the right side represents the year to year change.



50% 35% 10% 3% 42% 43% 9% 5% 27% 45% 20% 4% 3 27% 38% 27% 5% 42% 33% 5% Almost Always True Often True Sometimes True Seldom True Almost Never True

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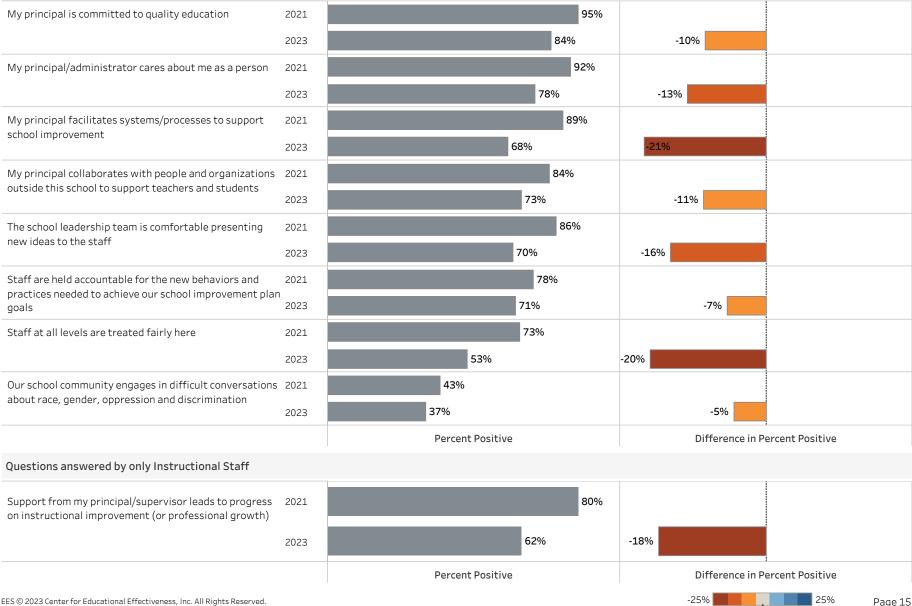
Page 13

# Effective Leadership

My principal is committed to quality education				249	%	11%	
My principal/administrator cares about me as a person	65%					14%	5% 3%
My principal collaborates with people and organizations outside this school to support teachers and students	37%		36%			18%	5% 3%
The school leadership team is comfortable presenting new ideas to the staff	36%		34%			22%	5%
Staff are held accountable for the new behaviors and practices needed to achieve our school improvement plan goals	30%		41%			20%	7%
My principal facilitates systems/processes to support school improvement	36%		32%		20%		8% 5%
Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)	32%		30%		16%	11%	11%
Staff at all levels are treated fairly here	24%		29%		27%	9%	10%
Our school community engages in difficult conversations about race, gender, oppression and discrimination	13%	24%		35%		22%	6%
AI	most Always True 📃 (	Often True	Sometimes T	rue 🧧 S	eldom True	e 📕 Alı	most Never True

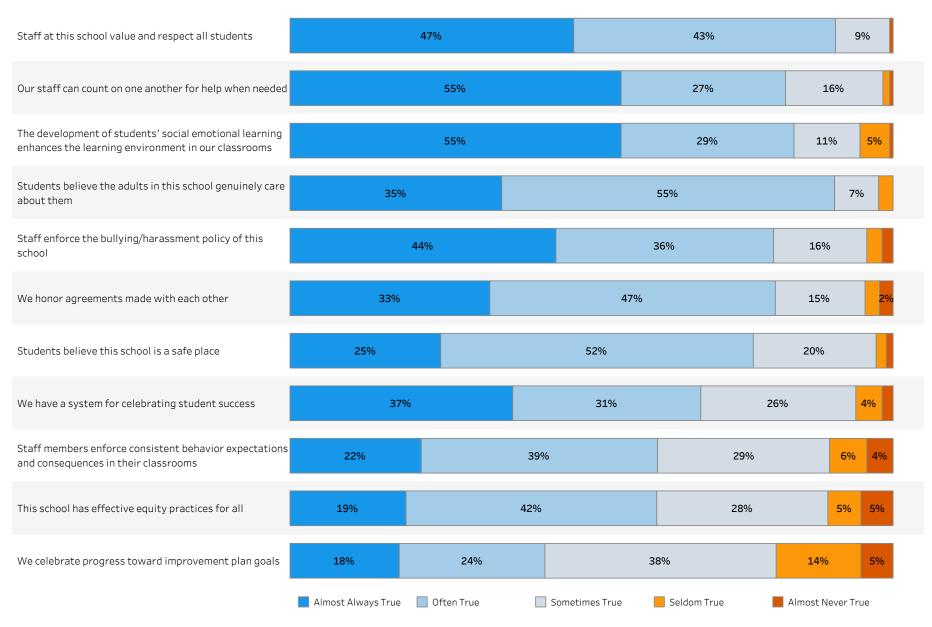
## Effective Leadership—LONGITUDINAL

The percent difference on the right side represents the year to year change.



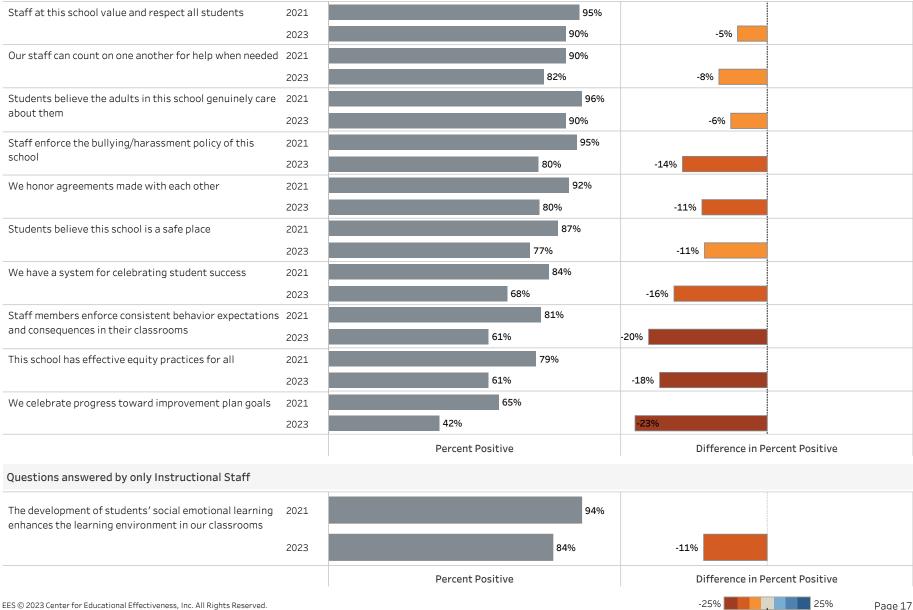
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#### Supportive Learning Environment



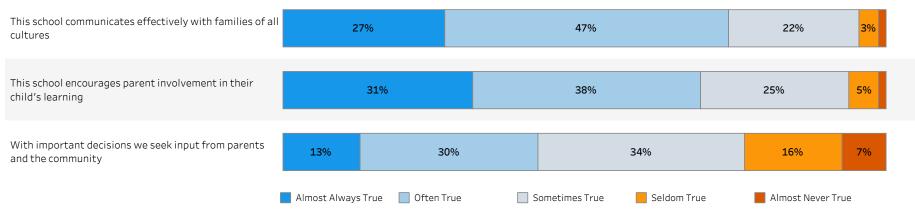
#### Supportive Learning Environment - LONGITUDINAL

The percent difference on the right side represents the year to year change.



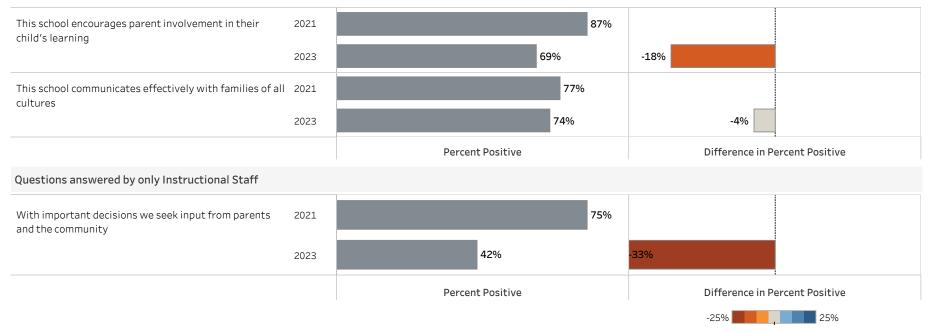
### Parent and Community Involvement

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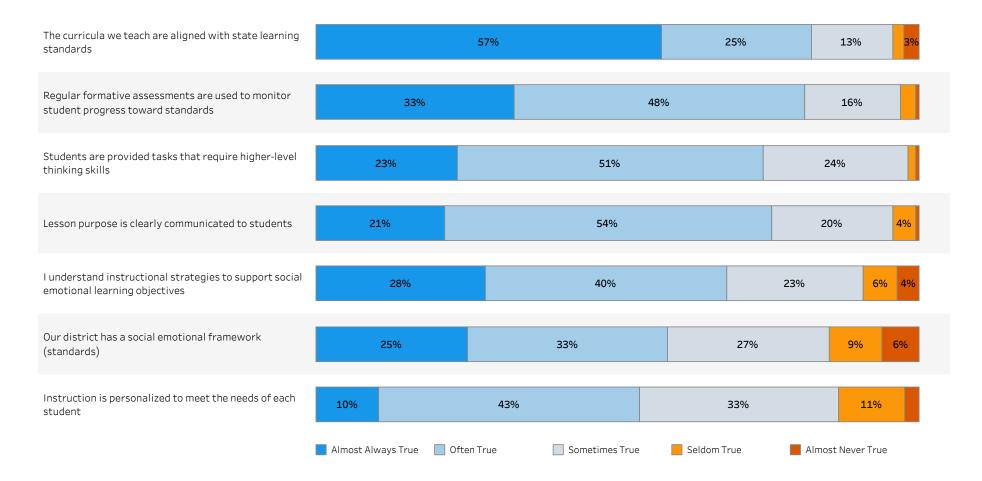


## LONGITUDINAL

The percent difference on the right side represents the year to year change.



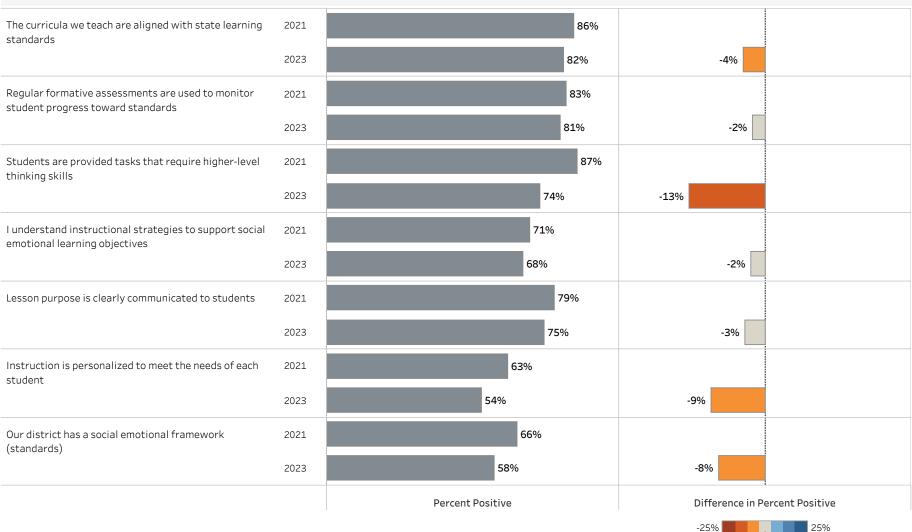
#### High Quality Curriculum, Instruction, and Assessment



# High Quality Curriculum, Instruction, and Assessment - LONGITUDINAL

The percent difference on the right side represents the year to year change.

#### Questions answered by only Instructional Staff



# Frequent Monitoring of Teaching and Learning

I provide timely feedback to students about their learning	30%				15%	
Assessment data are used to identify student needs and appropriate instructional intervention	33%			42%		21%
l incorporate social emotional instruction into my daily instructional delivery	38	8%	32%		22%	6%
We reflect upon instructional practice to inform our conversations about improvement	26%		45%		22%	5%
We monitor the effectiveness of instructional interventions	24%		44%		22%	6% 4%
Students are encouraged to self-reflect and track progress toward goals	18%		38%		37%	5% 3%
Struggling students receive early intervention and remediation to acquire skills	13%	39%		34%		9% 6%
Feedback from classroom observations leads to meaningful change in instructional practice	11%	37%		34%		9% 9%
	Almost Always True	Often True	Sometimes	True 📕 Seldom Tru	e 📕 Alm	ost Never True

# Frequent Monitoring of Teaching and Learning - LONGITUDINAL

The percent difference on the right side represents the year to year change.

#### Questions answered by only Instructional Staff

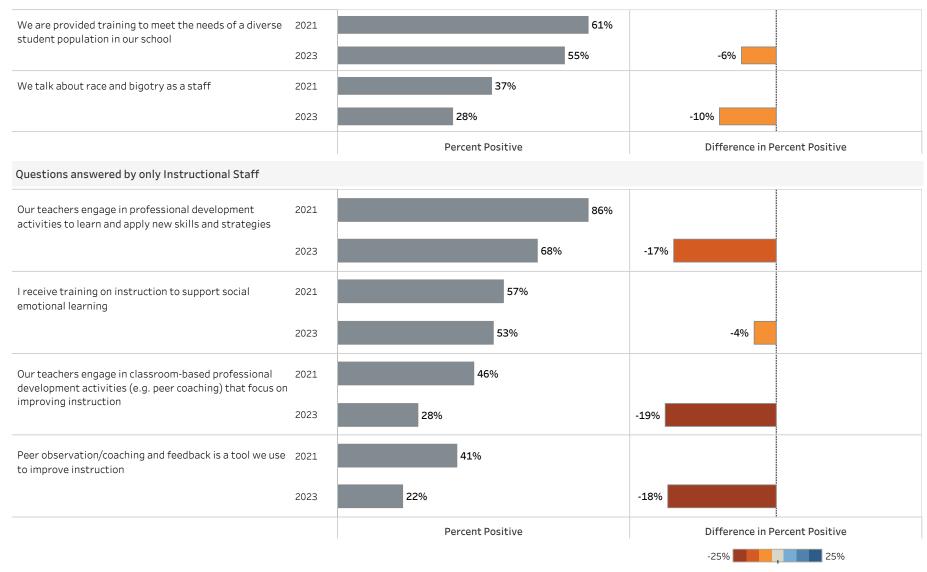
I provide timely feedback to students about their learning	2021	88%		
	2023	85%	-4%	1
Assessment data are used to identify student needs and appropriate instructional intervention	2021	77%		
	2023	75%	-2%	
I incorporate social emotional instruction into my daily instructional delivery	2021	69%		
	2023	70%		] 1%
We reflect upon instructional practice to inform our conversations about improvement	2021	71%		
	2023	71%		0%
We monitor the effectiveness of instructional interventions	2021	76%		
	2023	68%	-8%	
Students are encouraged to self-reflect and track progress toward goals	2021	64%		
	2023	56%	-8%	
Struggling students receive early intervention and remediation to acquire skills	2021	60%		
	2023	51%	-9%	
Feedback from classroom observations leads to meaningful change in instructional practice	2021	67%		
	2023	48%	-19%	
		Percent Positive	Difference in P	ercent Positive
			-25%	25%

# Focused Professional Development

Our teachers engage in professional development activities to learn and apply new skills and strategies	26	%	42%			27%		4%
We are provided training to meet the needs of a diverse student population in our school	17%		38%			30%	89	% 7%
I receive training on instruction to support social emotional learning	19%		34%		27%		12%	8%
We talk about race and bigotry as a staff	7%	21%		42%		16%		14%
Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction	9%	19%	29%		220	%	21	%
Peer observation/coaching and feedback is a tool we use to improve instruction	<b>6%</b> 1	6%	22%		27%		29%	
	most Always Tru	ie 📃 Often Tri	Je Son	netimes True	Seldon	1 True	Almost	t Never True

## Focused Professional Development LONGITUDINAL

The percent difference on the right side represents the year to year change.

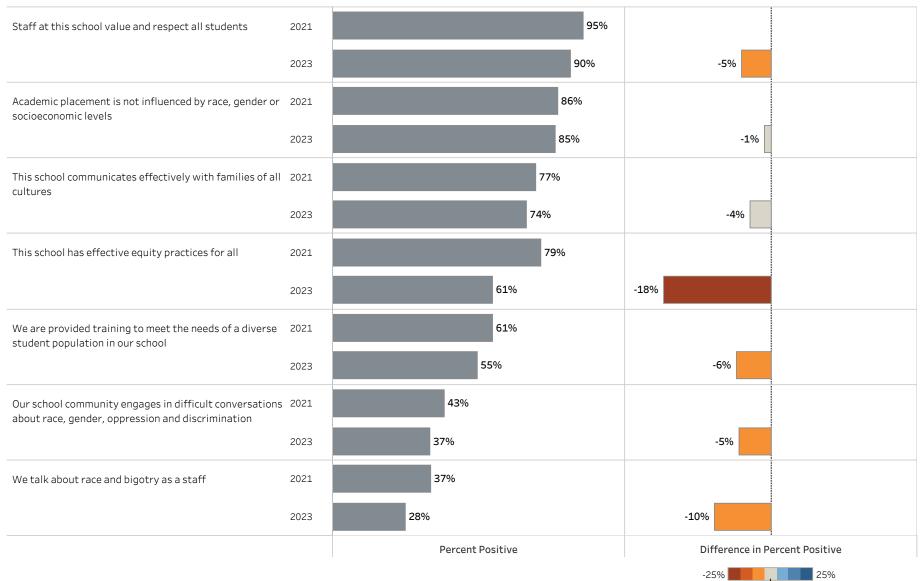


# Cultural Responsiveness

Staff at this school value and respect all students		47%		43%		9%
Academic placement is not influenced by race, gender or socioeconomic levels		42%		43%	90	% 5%
This school communicates effectively with families of all cultures	27%		47%		22%	3%
This school has effective equity practices for all	19%		42%		28%	5% 5%
We are provided training to meet the needs of a diverse student population in our school	17%	389	%	30%	89	% 7%
Our school community engages in difficult conversations about race, gender, oppression and discrimination	13%	24%	35	%	22%	6%
We talk about race and bigotry as a staff	7% 21	%	42%		16%	14%
	Almost Always True	Often True	Sometimes True	Seldom True	📕 Almost Neve	r True

## Cultural Responsiveness - LONGITUDINAL

The percent difference on the right side represents the year to year change.

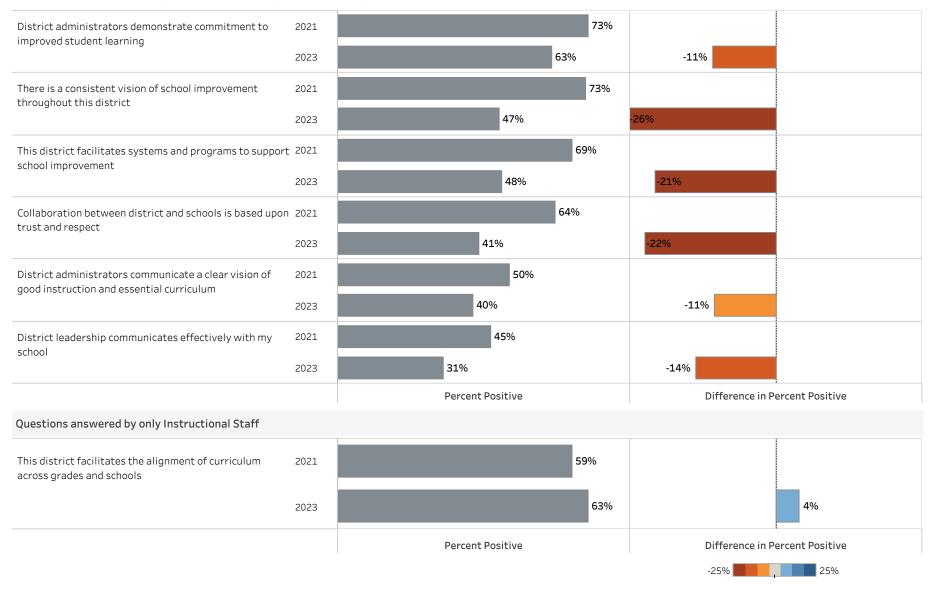


# District Support for Improvement

This district facilitates the alignment of curriculum across grades and schools	23%		40%	28%		7% 3%	
District administrators demonstrate commitment to improved student learning	25%		37%		27%		5% 6%
This district facilitates systems and programs to suppor school improvement	rt 13%	35'	%		38%		8% 6%
There is a consistent vision of school improvement throughout this district	18%	3	30%	3	3%	15	% 5%
Collaboration between district and schools is based upo trust and respect	<sup>n</sup> 13%	28%		31%		21%	7%
District administrators communicate a clear vision of good instruction and essential curriculum	11%	29%		29%	20	%	11%
District leadership communicates effectively with my school	8%	23%	5	35%			14%
	Almost Always True	Often True	Sometime	es True 📃 Seldo	om True	Almost Neve	er True

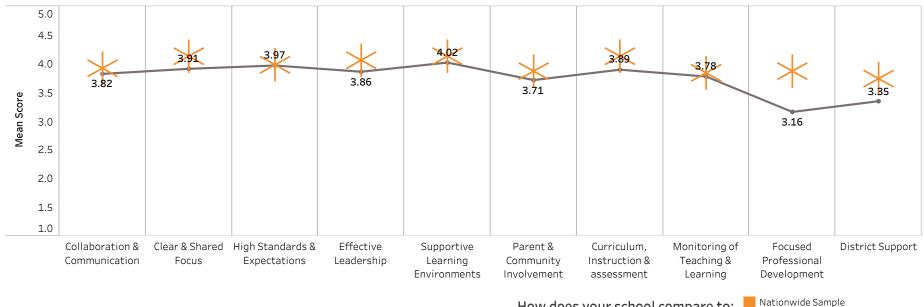
#### District Support for Improvement

The percent difference on the right side represents the year to year change.



#### Comparison - Mean Scores

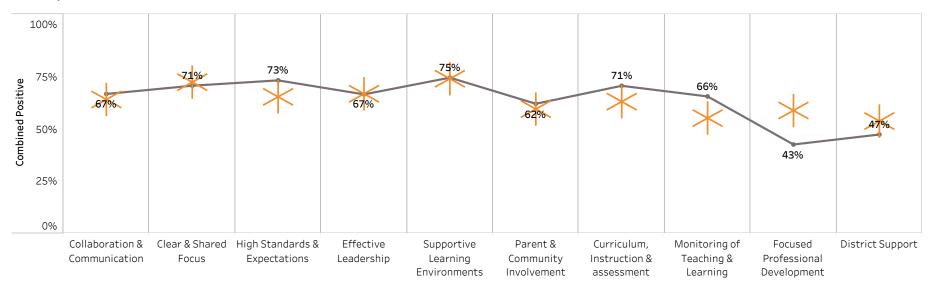
Pullman Public Schools



#### Comparison - Percent Positive

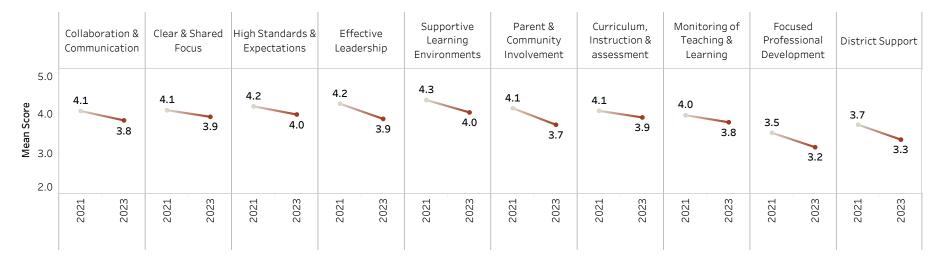
How does your school compare to:

Your School or District



#### Comparison - Mean Scores LONGITUDINAL

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## Comparison - Percent Positive LONGITUDINAL

Difference in Mean Score -0.15

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.

		Collaboration & Communication		Collaboration & Communication		Clear & S Foc		High Star Expect			ctive ership	Suppo Leari Enviror	ning		ent & nunity ement		culum, ction & sment	Monito Teach Learr	ing &	Focu Profes Develo	sional	District	Support
Percent Positive	LOO% 50%	77%	67%	78%	71%	80%	73%	80%	67%	88%	75%	80%	62%	77%	71%	72%	66%	55%	43%	62%	47%		
Perc	0%	2021	2023	2021	2023	2021	2023	2021	2023	2021	2023	2021	2023	2021	2023	2021	2023	2021	5023	2021	2023		
	I					I	1						Differe -15%	nce in Per	cent Posit	ive 15%	I			I	I		

# Professional Learning Community

	We follow through on agreed upon action items			37%	7%		
Accountability	We share our work with our designated administrator	55%			30'	%	13%
Coaching	We reflect upon instructional practice to inform our conversations about improvement	26%		45%		22%	5%
coaching	Peer observation/coaching and feedback is a tool we use to improve instruction	6% 16%	% 16% 22%		27%		29%
Cellebourtien	We communicate effectively with one another	33%		46%			18%
Collaboration	Each team member has a specific role (i.e., Facilitator, Participant) for each meeting	33%		36%		22%	<mark>4%</mark> 4%
Conflict Resolution	My team works to proactively minimize interpersonal issues		49%		43'	%	7%
connect Resolution	My team addresses interpersonal issues when they arise	40%			37%	1	7% 4%
Data	We use data to make decisions	39%		40%			17%
Dala	We review data at each meeting	20%		35%		0%	10% 4%
	Almost Always True	Often True	Sometimes	True 📕 Se	eldom True	Almost N	ever True

# Professional Learning Community

Decision-Making	I contribute to the decisions of my team	57%	33%	8%			
Decision-making	We have a decision-making process for coming to agreement	40%	3	37%	15%	6%	

Outcomes and Goals	We have clear, articulated PLC goals	43%	39%	12%	4%
Outcomes and Goals	We know which data to use to measure goal attainment	36%	44%	13%	5%

	We look to each other to share knowledge	62%	29%	6%
Interdependence	My team is committed to the achievement of common goals	60%	31%	8%
	We work together to problem-solve challenges as they occur	60%	31%	6%

Norms	We have clearly identified group norms for interaction	59%	30%	7	7%	
Norms	We hold each other accountable to agreed-upon group norms	38%	4	5%	12%	3%

Durpage	We have a clear purpose for our PLC that is understood by all members	4	6%	30%		15%	5%
Purpose	My professional learning community work results in improved student learning	30%		37%	239	%	7% 39
	Almost Always True	Often True	Sometimes True	🧧 Seldom True	📕 Almost	t Never True	