Educational Effectiveness Survey™
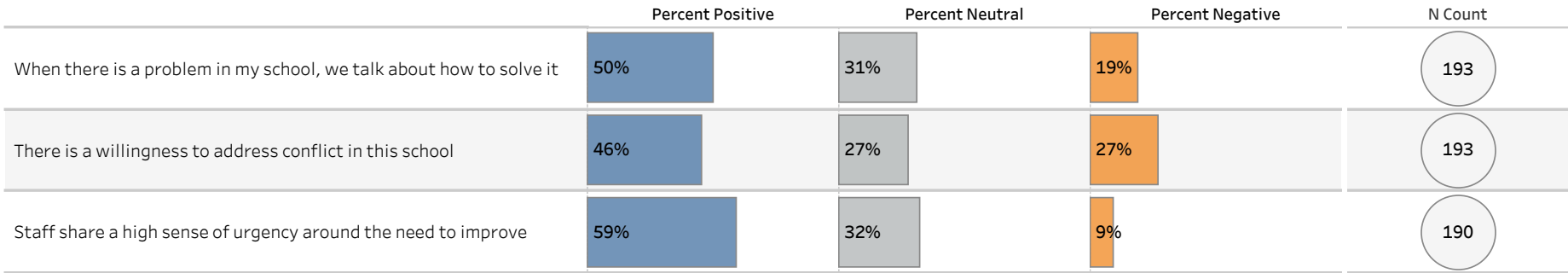
cee
The Center for Educational Effectiveness

Tool Kit

Pullman Public Schools

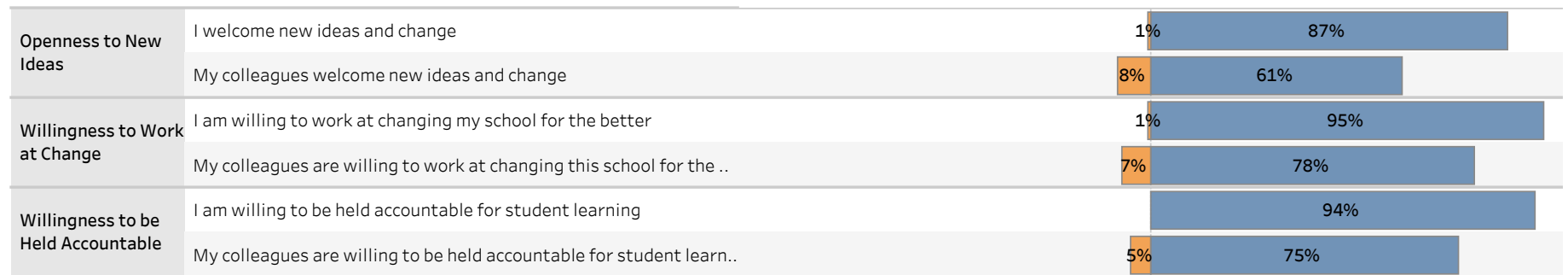|	2021	2023
Staff	n=200	n=196
Student	n=198	n=171
Family	n=274	n=288

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

All | Pullman Public Schools

	Percent Positive	Percent Neutral	Percent Negative	N Count
When there is a problem in my school, we talk about how to solve it	50%	31%	19%	193
There is a willingness to address conflict in this school	46%	27%	27%	193
Staff share a high sense of urgency around the need to improve	59%	32%	9%	190

Is your staff ready for change?

		Percent Negative	Percent Positive
Openness to New Ideas	I welcome new ideas and change	1%	87%
	My colleagues welcome new ideas and change	8%	61%
Willingness to Work at Change	I am willing to work at changing my school for the better	1%	95%
	My colleagues are willing to work at changing this school for the ..	7%	78%
Willingness to be Held Accountable	I am willing to be held accountable for student learning		94%
	My colleagues are willing to be held accountable for student learn..	5%	75%

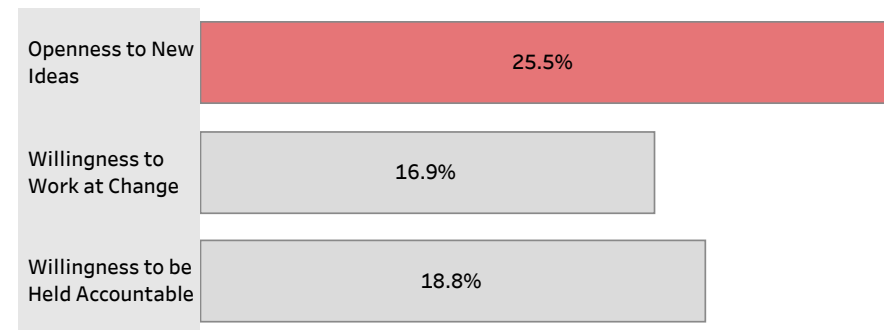■ Percent Negative   ■ Percent Positive

What is an <u>I vs They</u> 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 <u>I vs They</u> pair of questions. Large gaps are a sign of distrust amongst staff members.
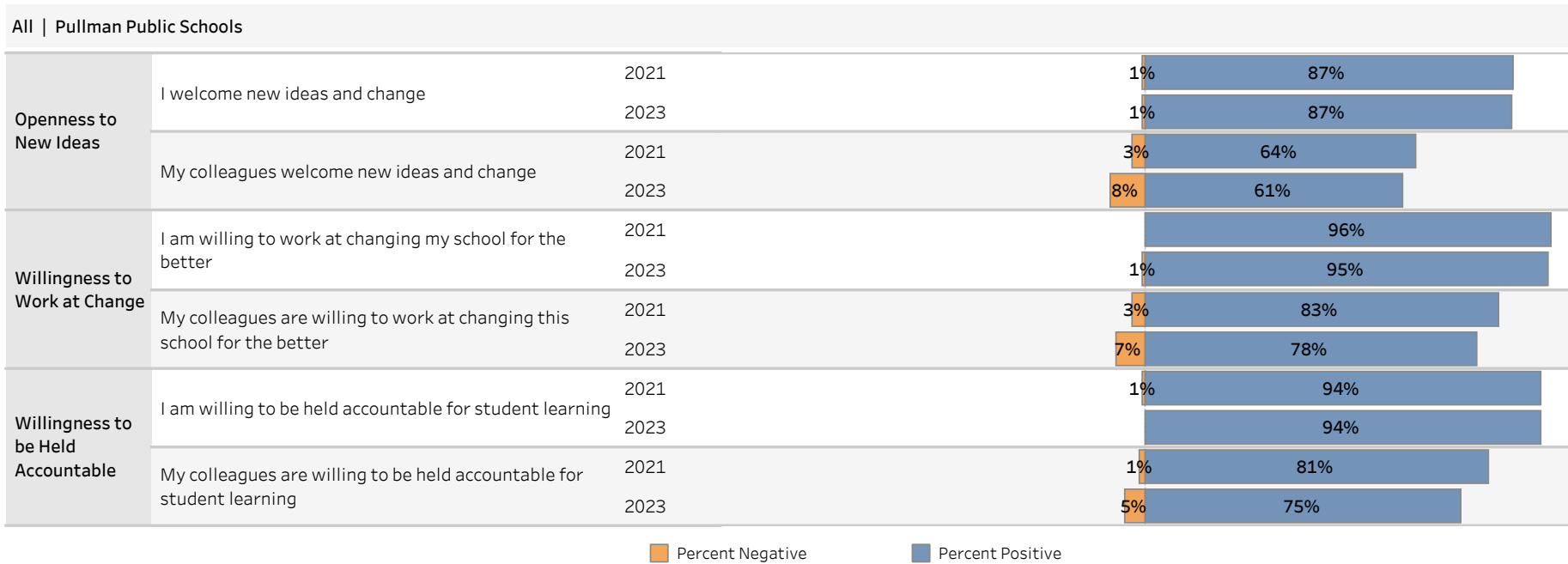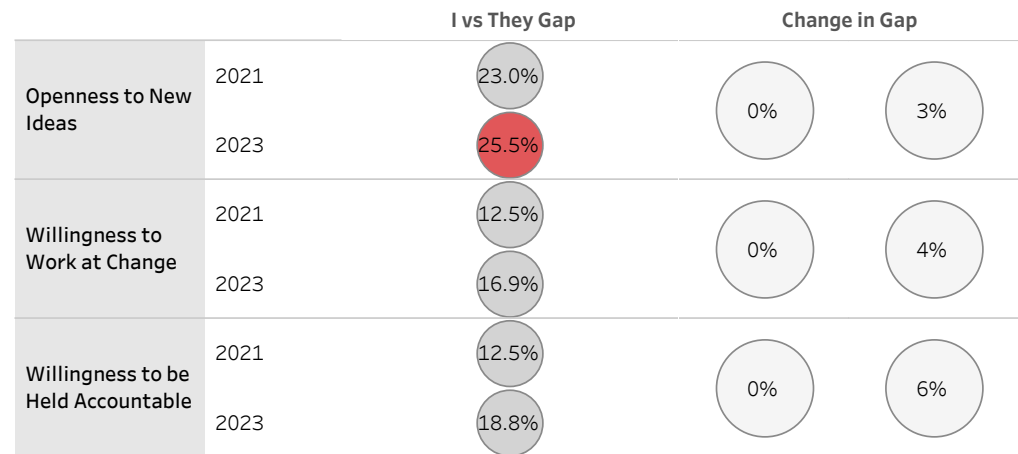
If the <u>I vs They</u> gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary level** and **25% at the secondary level**.

I vs They Gap

Openness to New Ideas	25.5%
Willingness to Work at Change	16.9%
Willingness to be Held Accountable	18.8%

EES Toolkit - RTB Current Administration

Created on: 3/9/2023

What a difference a year makes...
Is your staff ready for change?

All | Pullman Public Schools

Openness to New Ideas	I welcome new ideas and change	2021	1%	87%
		2023	1%	87%
	My colleagues welcome new ideas and change	2021	3%	64%
		2023	8%	61%
Willingness to Work at Change	I am willing to work at changing my school for the better	2021		96%
		2023	1%	95%
	My colleagues are willing to work at changing this school for the better	2021	3%	83%
		2023	7%	78%
Willingness to be Held Accountable	I am willing to be held accountable for student learning	2021	1%	94%
		2023		94%
	My colleagues are willing to be held accountable for student learning	2021	1%	81%
		2023	5%	75%

■ Percent Negative   ■ Percent Positive

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!

		I vs They Gap	Change in Gap	
Openness to New Ideas	2021	23.0%		
	2023	25.5%	0%	3%
Willingness to Work at Change	2021	12.5%		
	2023	16.9%	0%	4%
Willingness to be Held Accountable	2021	12.5%		
	2023	18.8%	0%	6%

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.
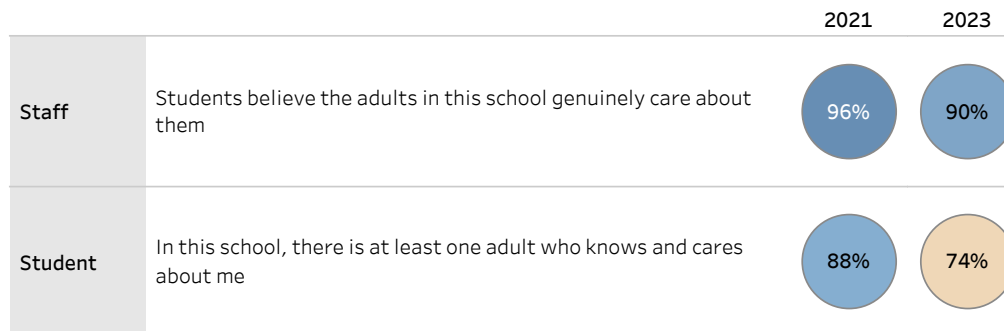
Having one adult that cares about you can make all the difference in the life of a child. Do students really feel staff care about them? Looking at this question from both viewpoints can validate whether staff are getting the desired results from their interactions with students and can open the door to conversations with students on why or why not they feel adults care about them.
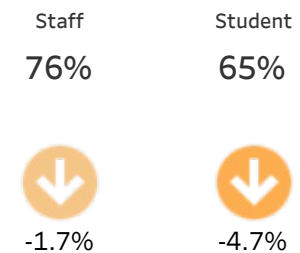
SOCIAL SUPPORTS
Salina, C, Girtz, S and Eppinga, J (2016) *Powerless to Powerful: Leadership for School Change.* Lanham, MD: Rowman & Littlefield

All | Pullman Public Schools

		2021	2023
Staff	CIA — I understand instructional strategies to support social emotional learning objectives	71%	68%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	92%	88%
	FPD — I receive training on instruction to support social emotional learning	57%	53%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	69%	70%
	SLE — Staff at this school value and respect all students	95%	90%
	SLE — Students believe the adults in this school genuinely care about them	96%	90%
	SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	94%	84%
	SLE — This school has effective equity practices for all	79%	61%
Student	BELONG — I feel good about my cultural or ethnic background	86%	78%
	BELONG — There's at least one adult in this school I can talk to if I have a problem	72%	66%
	CSF — My teacher(s) believe student learning is important	93%	90%
	EL — If I want to talk with my teacher(s), they are available to me	89%	76%
	IS — Adults in this school help me plan and set goals for my future	41%	34%
	IS — Students are involved in solving problems in this school	62%	51%
	SLE — I enjoy coming to this school	74%	50%
	SLE — I feel safe at this school	87%	64%
	SLE — In this school, there is at least one adult who knows and cares about me	88%	74%
	SLE — This school has effective equity practices for all	77%	59%

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

		2021	2023
Staff	Students believe the adults in this school genuinely care about them	96%	90%
Student	In this school, there is at least one adult who knows and cares about me	88%	74%

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

Staff	Student
76%	65%
↓	↓
-1.7%	-4.7%

Compared to the Social Supports Norm

EES Toolkit - Social Supports

Created on: 3/9/2023

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

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

All | Pullman Public Schools

		2021	2023
Staff	CIA — Instruction is personalized to meet the needs of each student	63%	54%
	CIA — Regular formative assessments are used to monitor student progress toward standards	83%	81%
	CIA — Students are provided tasks that require higher-level thinking skills	87%	74%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	86%	85%
	HSE — I believe that all students can meet state standards	72%	72%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	90%	85%
	HSE — Our staff believes that all students can meet state standards	67%	59%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	77%	75%
	MTL — I provide timely feedback to students about their learning	88%	85%
	MTL — Struggling students receive early intervention and remediation to acquire skills	60%	51%
	MTL — We monitor the effectiveness of instructional interventions	76%	68%
Student	CSF — This school is doing a good job of preparing me to succeed in my life	56%	46%
	FO — I have a plan for what I want to do after high school	74%	69%
	FO — I know I will graduate from high school	94%	93%
	HSE — All students have access to rigorous courses and supports	85%	60%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	83%	76%
	HSE — My teacher(s) expect me to do my best	93%	88%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	71%	59%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	88%	74%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	56%	40%
	SE — What we do in school will help me succeed in life	61%	50%

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

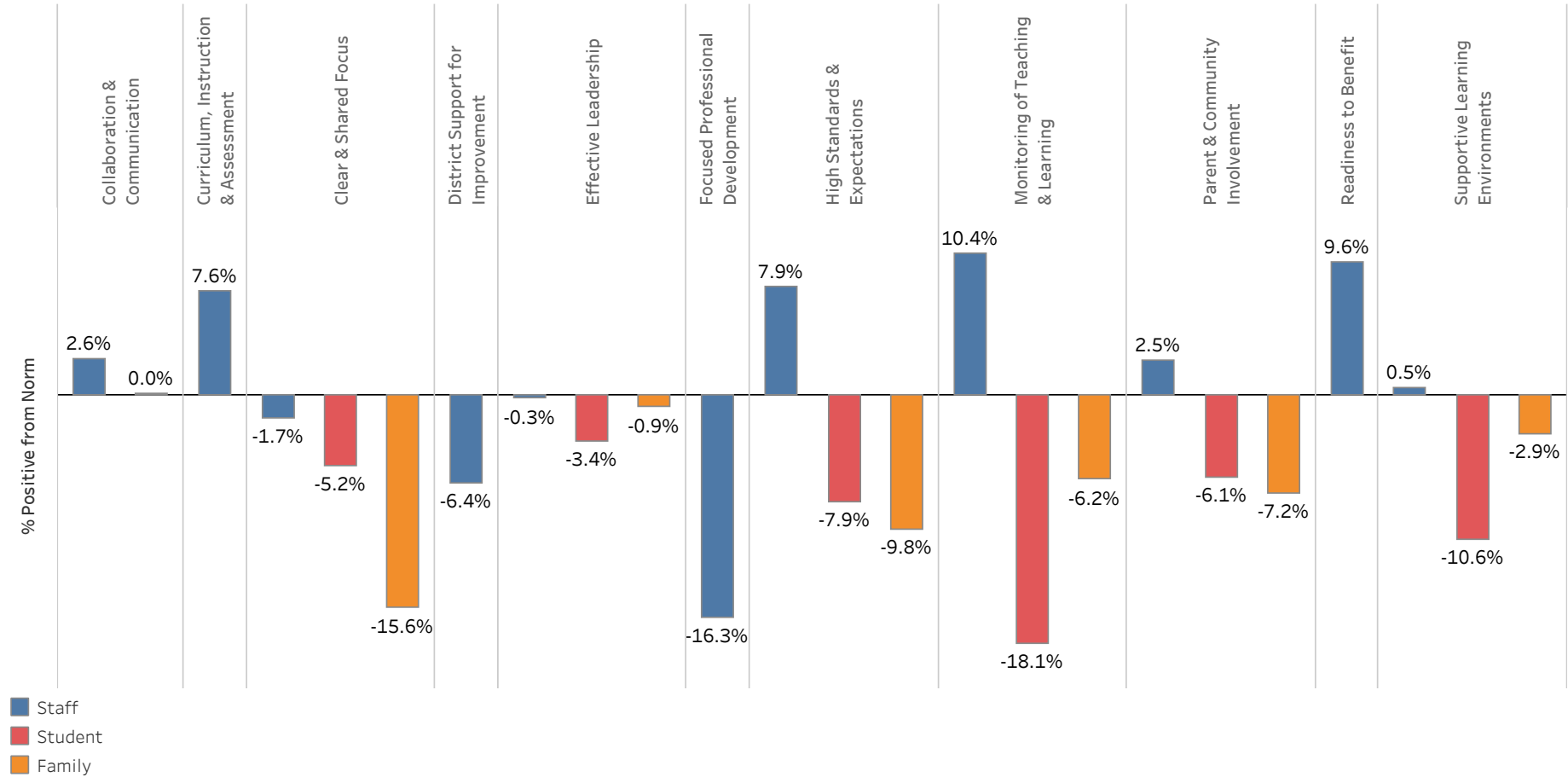|		2021	2023
Staff	I believe that all students can meet state standards	72%	72%
	Our staff believes that all students can meet state standards	67%	59%
Student	My teacher(s) expect all students to succeed, no matter who they are	83%	76%

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

Staff	Student
72%	66%
↓	↓
-2.4%	-8.3%

Compared to the Academic Press Norm

How do you compare against other EES Schools?

2023 EES Survey Perceptions | All
9 Characteristics of Highly Effective Schools

% Positive from Norm

Collaboration & Communication
- Staff: 2.6%
- Student: 0.0%

Curriculum, Instruction & Assessment
- Staff: 7.6%

Clear & Shared Focus
- Staff: -1.7%
- Student: -5.2%
- Family: -15.6%

District Support for Improvement
- Staff: -6.4%

Effective Leadership
- Staff: -0.3%
- Student: -3.4%
- Family: -0.9%

Focused Professional Development
- Staff: -16.3%

High Standards & Expectations
- Staff: 7.9%
- Student: -7.9%
- Family: -9.8%

Monitoring of Teaching & Learning
- Staff: 10.4%
- Student: -18.1%
- Family: -6.2%

Parent & Community Involvement
- Staff: 2.5%
- Student: -6.1%
- Family: -7.2%

Readiness to Benefit
- Staff: 9.6%

Supportive Learning Environments
- Staff: 0.5%
- Student: -10.6%
- Family: -2.9%

Legend:
- Staff
- Student
- Family

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.

By % Positive Responses   All | Pullman Public Schools

Staff Survey

Item	%
RTB — I am willing to work at changing my school for the better	95.4%
RTB — I am willing to be held accountable for student learning	93.5%
SLE — Staff at this school value and respect all students	90.4%
SLE — Students believe the adults in this school genuinely care about them	90.3%
CSF — Staff I work with take responsibility for ensuring each student learns in our school	87.9%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	37.1%
D — District leadership communicates effectively with my school	31.1%
FPD — We talk about race and bigotry as a staff	27.8%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that fo..	27.6%
FPD — Peer observation/coaching and feedback is a tool we use to improve instruction	22.2%

Student Survey

Item	%
IS — I am comfortable interacting with people from a different racial or ethnic background	95.1%
FO — I know I will graduate from high school	93.3%
IS — I am respectful of others at this school	90.4%
CSF — My teacher(s) believe student learning is important	90.1%
HSE — My teacher(s) expect me to do my best	87.5%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	40.4%
MTL — My teacher(s) tell me the purpose for each lesson or activity	38.5%
SLE — Work I do in this school is useful and interesting to me	35.8%
IS — Adults in this school help me plan and set goals for my future	34.4%
SLE — Most students are respectful of others at this school	30.8%

Family Survey

Item	%
C — Communications/materials I receive from the school are in a language I can understand	98.5%
SLE — School employees are respectful and courteous of one another	93.2%
C — Parents/families and employees at this school talk respectfully with one another	89.0%
EL — The principal of this school is committed to quality education	83.9%
SLE — Adults in this school value and respect my racial/cultural identity	83.5%
C — I am encouraged to collaborate with my student's teachers about my student's learning	54.6%
PCI — Parents/families participate in important decisions about their student's education	54.1%
CSF — I am informed about progress toward the improvement goals of this school	46.3%
PCI — Parents/families have input into plans for improving this school	43.6%
PCI — This school tells me how I can help my student with homework	38.5%

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

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

Top/Bottom 5 Increase/Decrease in % Positive Responses   All | 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.

Staff Survey		
	D — This district facilitates the alignment of curriculum across grades and schools	4.0%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	0.8%
	HSE — I believe that all students can meet state standards	0.7%
	MTL — We reflect upon instructional practice to inform our conversations about improvement	0.3%
	RTB — I am willing to be held accountable for student learning	-0.1%
	C — When there is a problem in my school, we talk about how to solve it	-22.3%
	D — Collaboration between district and schools is based upon trust and respect	-22.4%
	SLE — We celebrate progress toward improvement plan goals	-22.5%
	D — There is a consistent vision of school improvement throughout this district	-25.5%
	PCI — With important decisions we seek input from parents and the community	-33.0%

Student Survey		
	EL — In class we often work with other students to solve a problem/do a task	17.3%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	3.8%
	IS — I work well in a group or team	2.2%
	STAMINA — I am a hard worker	1.8%
	FO — I know I will graduate from high school	-0.3%
	SLE — I enjoy coming to this school	-23.9%
	HSE — All students have access to rigorous courses and supports	-24.3%
	SLE — All students are held to the same behavior rules and expectations	-27.3%
	BELONG — I feel proud of my school	-27.5%
	SLE — Most students are respectful of others at this school	-31.8%

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

Family Survey		
	SLE — In this school, time is spent doing work that students find useful and interesting	5.6%
	SLE — Teachers in this school provide students with a variety of learning opportunities	4.7%
	SLE — This district places emphasis on social emotional learning in addition to core academic learning	3.5%
	C — Communications/materials I receive from the school are in a language I can understand	1.4%
	CSF — The schoolwork my student is assigned is relevant to their future success	1.3%
	PCI — Parents/families participate in important decisions about their student's education	-11.8%
	C — I am encouraged to collaborate with my student's teachers about my student's learning	-14.8%
	SLE — Bullying/harassment is not tolerated in this school	-16.8%
	PCI — Parents/families have input into plans for improving this school	-22.7%
	CSF — I am informed about progress toward the improvement goals of this school	-26.7%

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

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.

All | Pullman Public Schools

			2021	2023
Academic Equity	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta	86%	85%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu	88%	74%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Fam	85%	77%
Behavior Standards	SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	Sta	81%	61%
	SLE — All students are held to the same behavior rules and expectations	Stu	78%	50%
	CSF — This school has equitable behavior rules for all students	Fam	84%	73%
Bullying	SLE — Staff enforce the bullying/harassment policy of this school	Sta	95%	80%
	SLE — The rules against bullying are enforced by all adults in this school	Stu	72%	53%
	SLE — Bullying/harassment is not tolerated in this school	Fam	79%	62%
Celebrating Success	SLE — We have a system for celebrating student success	Sta	84%	68%
	SLE — Student success is celebrated in this school	Stu	70%	48%
	SLE — This school celebrates student success	Fam	78%	71%
Confronting Bias	FPD — We talk about race and bigotry as a staff	Sta	37%	28%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Stu	40%	44%
	EL — Our school engages in difficult conversations about race, gender, oppression and discrimination	Fam	59%	59%
High Expectations	HSE — Our staff believes that all students can meet state standards	Sta	67%	59%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	83%	76%
	HSE — Teachers have high expectations for student learning at this school	Fam	78%	69%
Intervention for Struggling Students	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	60%	51%
	MTL — My teacher(s) find other ways for me to learn things I find difficult	Stu	60%	46%
	MTL — Struggling students receive early intervention and additional help at this school	Fam	64%	63%
Safety	SLE — Students believe this school is a safe place	Sta	87%	77%
	SLE — I feel safe at this school	Stu	87%	64%
	SLE — My student feels safe at school	Fam	90%	82%
Supported Learning	SLE — Students believe the adults in this school genuinely care about them	Sta	96%	90%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	88%	74%
	SLE — This school provides a caring/supportive environment for my student	Fam	83%	80%

Change in % Positive Responses

	Staff	Student	Family
Academic Equity	-1.0%	-13.7%	-8.3%
Behavior Standards	-20.2%	-27.3%	-10.9%
Bullying	-14.5%	-19.2%	-16.8%
Celebrating Success	-15.9%	-21.8%	-6.8%
Confronting Bias	-9.6%	3.8%	-0.2%
High Expectations	-7.5%	-7.0%	-9.5%
Intervention for Struggling Students	-9.1%	-13.5%	-0.9%
Safety	-10.6%	-23.2%	-7.4%
Supported Learning	-6.2%	-14.2%	-3.1%

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?

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?

All	Pullman Public Schools	
FPD — We talk about race and bigotry as a staff	42%
SLE — We celebrate progress toward improvement plan goals	38%
D — This district facilitates systems and programs to support school improvement	38%
MTL — Students are encouraged to self-reflect and track progress toward goals	37%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	35%

Negative values are a good thing, indicating staff moved out of "Sometimes True" responses.

EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	-7.4%
D — District administrators communicate a clear vision of good instruction and essential curriculum	-7.3%
FPD — I receive training on instruction to support social emotional learning	-6.6%
CIA — I understand instructional strategies to support social emotional learning objectives	-5.1%
HSE — I believe that all students can meet state standards	-5.0%
HSE — Students understand the expectations of this school	14.1%
PCI — With important decisions we seek input from parents and the community	14.1%
D — There is a consistent vision of school improvement throughout this district	14.3%
FPD — Our teachers engage in professional development activities to learn and apply new skills and strategies	14.4%
SLE — We celebrate progress toward improvement plan goals	14.8%

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?

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   All | Pullman Public Schools

FPD — We talk about race and bigotry as a staff	42%
SLE — We celebrate progress toward improvement plan goals	38%
D — This district facilitates systems and programs to support school improvement	38%
MTL — Students are encouraged to self-reflect and track progress toward goals	37%
EL — Our school community engages in difficult conversations about race, gender, oppression and discrimination	35%
D — District leadership communicates effectively with my school	35%
MTL — Struggling students receive early intervention and remediation to acquire skills	34%
PCI — With important decisions we seek input from parents and the community	34%
MTL — Feedback from classroom observations leads to meaningful change in instructional practice	34%
D — There is a consistent vision of school improvement throughout this district	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.

Sometimes True All | Pullman Public Schools

SLE — Most students are respectful of others at this school	38%
MTL — My teacher(s) help me learn by challenging me with interesting activities in class	38%
MTL — My teacher(s) tell me the purpose for each lesson or activity	38%
SLE — Work I do in this school is useful and interesting to me	36%
CT — I solve problems by first breaking them into smaller steps	36%
CSF — In my classes, students are busy doing schoolwork	35%
MTL — My teacher(s) ask questions of all students, not just some students	34%
STAMINA — I finish whatever I begin	34%

What Family 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 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.

Sometimes True   All | Pullman Public Schools

CSF — My student understands the purpose of each lesson	36%