

	2011	2012	2013	ALL EL <u>2015</u>
The faculty and leadership have a shared vision.	71%	96%	96%	
Teachers feel comfortable raising issues and concerns that are important to them.	68%	96%	96%	
	71%	100%	96%	
	89%	92%	96%	
	86%	96%	100%	
	81%	88%	93%	
	79%	92%	93%	
	81%	83%	96%	
	82%	96%	100%	
	79%	100%	97%	
	82%	94%	92%	
	*	*	100%	
	*	*	93%	
	*	*	96%	
	*	*	100%	
	*	*	100%	
	*	*	100%	

The school leadership makes a sustained effort to address teacher concerns about:

	Bryker Woods					ALL EL
	2011	2012	2013	2014	2015	2015
The use of time in my school	71%	100%	100%	93%	87%	86%
Facilities and resources	82%	100%	100%	93%	90%	92%
Community support and involvement	78%	92%	96%	96%	97%	93%
Managing student conduct	71%	80%	89%	70%	90%	87%
Teacher leadership	78%	96%	93%	86%	97%	93%
School leadership	78%	96%	96%	81%	100%	92%
Professional development	82%	100%	96%	89%	97%	93%
Instructional practices and support	82%	96%	93%	82%	87%	93%
New teacher support	78%	82%	91%	92%	97%	89%
Achievement press	*	100%	96%	92%	96%	94%
General school climate	*	100%	100%	89%	93%	90%

Note. *New to the survey in Spring 2012.

Teacher Leadership

	Bryker Woods					ALL EL
	2011	2012	2013	2014	2015	2015
Teachers are recognized as educational experts.	82%	100%	100%	93%	90%	90%
Teachers are trusted to make sound professional decisions about instruction.	75%	100%	100%	96%	97%	90%
Teachers are relied upon to make decisions about educational issues.	78%	96%	100%	96%	100%	91%
Teachers are encouraged to participate in school leadership roles.	81%	100%	100%	100%	100%	93%
The faculty has an effective process for making group decisions to solve problems.	61%	88%	93%	68%	87%	83%
In this school we take steps to solve problems.	70%	92%	93%	81%	90%	90%
Teachers are effective leaders in this school.	82%	96%	96%	96%	100%	92%
Teachers have an appropriate level of influence on decision making in this school.	*	92%	96%	93%	97%	83%

Note. *New to the survey in Spring 2012.

Managing Student Conduct

	Bryker Woods					ALL EL
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	97%	97%	92%	94%	95%	93%
Students at this school follow rules of conduct.	94%	82%	95%	88%	82%	85%
Policies and procedures about student conduct are clearly understood by the faculty.	87%	72%	88%	71%	90%	91%
Administrators consistently enforce rules for student conduct.	79%	79%	88%	78%	76%	86%
Administrators support teachers' efforts to maintain discipline in the classroom.	80%	91%	100%	75%	97%	90%
Teachers consistently enforce rules for student conduct.	94%	94%	97%	86%	92%	93%
The faculty work in a school environment that is safe.	97%	100%	100%	97%	93%	96%
Non-teaching staff consistently enforce rules for student conduct.	94%	91%	94%	88%	91%	93%

Note: All items in this table include responses from teaching and non-teaching staff.

Achievement Press

	Bryker Woods			ALL EL
	2011	2012	2013	2015
The school sets high standards for academic performance.	97%			
Teachers in this school believe that their				

	<u>2014</u>
Teachers in this school use assessment data to inform their instruction.	100%
Teachers work in professional learning communities to develop and align instructional practices.	96%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	89%
Teachers are encouraged to try new things to improve instruction.	100%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	85%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	96%

Professional Development

	Bryker Woods					ALL EL
	2011	2012	2013	2014	2015	2015
Sufficient resources are available for professional development.	93%	88%	96%	89%	97%	88%
An appropriate amount of time is provided for professional development.	89%	80%	85%	89%	90%	85%
Professional development offerings are data driven.	81%	96%	96%	88%	78%	91%
Professional learning opportunities are aligned with the school's improvement plan.	85%	100%	96%	92%	97%	94%
Professional development is differentiated to meet the needs of individual teachers.	56%	48%	70%	65%	79%	79%
Professional development deepens teachers' content knowledge.	78%	68%	89%	81%	93%	88%
Teachers are encouraged to reflect on their own practice.	89%	96%	96%	92%	97%	94%
Follow up is provided from professional development in this school.	78%	54%	79%	77%	83%	82%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	81%	68%	74%	82%	87%	87%
Professional development is evaluated and results are communicated to teachers.	56%	61%	65%	70%	82%	76%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	82%	80%	93%	86%	100%	91%
Professional development enhances teachers' abilities to improve student learning.	82%	79%	93%	82%	93%	93%

Facilities and Resources

	Bryker Woods					ALL EL
	2011	2012	2013	2014	2015	2015
Teachers have sufficient access to appropriate instructional materials.	93%	96%	93%	96%	93%	90%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	85%	92%	79%	61%	83%	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	96%	100%	96%	100%	80%	87%
Teachers have sufficient training and support to fully utilize the available instructional technology.	79%	84%	75%	89%	100%	79%
Teachers have sufficient access to a broad range of professional support personnel.	93%	88%	85%	75%	77%	87%
The physical environment of classrooms in this school supports teaching and learning.+	97%	97%	68%	91%	97%	94%
The school environment is clean and well maintained.+	97%	91%	84%	94%	87%	94%
Teachers have adequate space to work productively.	89%	100%	93%	93%	90%	90%
Teachers have time available to collaborate with colleagues.	61%	52%	55%	64%	67%	78%

Note. + Includes responses from teaching and nonteaching staff.