70%

		Burnet
		2013
		63%
		81%
		75%
		58%
		71%
		75%
		83%
Instructional practices and support		84%
New teacher support		62%
Achievement press	*	78%

Managing Student Conduct

	Burnet					ALL MS
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	67%	62%	61%	47%	65%	84%
Students at this school follow rules of conduct.	26%	28%	25%	15%	34%	67%
Policies and procedures about student conduct are clearly understood by the faculty.	67%	59%	59%	51%	73%	83%
Administrators consistently enforce rules for student conduct.	42%	49%	48%	36%	56%	74%
Administrators support teachers' efforts to maintain discipline in the classroom.	69%	70%	69%	52%	71%	81%
Teachers consistently enforce rules for student conduct.	65%	70%	62%	50%	63%	80%
The faculty work in a school environment that is safe.	78%	69%	62%	46%	77%	92%
Non-teaching staff consistently enforce rules for student conduct.	67%	68%	59%	53%	72%	83%

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

Achievement Press

	Burnet					ALL MS
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.	77%	67%	59%	60%	73%	90%
Teachers in this school believe that their students have the ability to achieve academically.	79%	81%	76%	69%	86%	94%
Parents exert pressure to maintain high standards.	13%	23%	16%	18%	21%	62%
Achievement is recognized and acknowledged by the school.	81%	81%	77%	77%	90%	93%
Parents press for school improvement.	24%	25%	23%	17%	24%	67%
Students in this school can achieve the goals that have been set for them.	80%	81%	87%	79%	92%	95%
Students respect others who get good grades.	41%	39%	37%	23%	55%	78%
Students seek extra work so they can get get good grades.	16%	25%	24%	23%	41%	61%
Students try hard to improve on previous work.	30%	32%	28%	24%	44%	67%
The learning environment is orderly and serious.+	61%	45%	46%	31%	63%	82%

Note. +Item includes responses from teaching and non-teaching staff.

	2014
	99%
Teachers work in professional learning	97%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	84%
Teachers are encouraged to try new things to improve instruction.	86%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	57%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	61%

Professional Development

	Burnet					ALL MS
	2011	2012	2013	2014	2015	2015
Sufficient resources are available for professional development.	83%	85%	87%	92%	84%	83%
An appropriate amount of time is provided for professional development.	70%	81%	81%	75%	86%	82%
Professional development offerings are data driven.	84%	79%	89%	88%	81%	85%
Professional learning opportunities are aligned with the school's improvement plan.	70%	86%	85%	82%	86%	90%
Professional development is differentiated to meet the needs of individual teachers.	32%	38%	51%	47%	59%	68%
Professional development deepens teachers' content knowledge.	44%	49%	61%	56%	59%	72%
Teachers are encouraged to reflect on their own practice.	81%	83%	82%	92%	81%	90%
Follow up is provided from professional development in this school.	40%	66%	52%	62%	63%	75%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	42%	66%	64%	66%	71%	78%
Professional development is evaluated and results are communicated to teachers.	35%	41%	51%	47%	62%	68%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	55%	72%	75%	76%	76%	83%
Professional development enhances teachers' abilities to improve student learning.	55%	78%	75%	79%	78%	85%

Teachers have sufficient access to appropriate instructional materials.

Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.

Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.

Teachers have sufficient training and support to fully utilize the available instructional technology.

Teachers have sufficient access to a broad range of professional support personnel.

The physical environment of classrooms in this school supports teaching and learning.+

The school environment is clean and well maintained.+

Teachers have adequate space to work productively.