

	2011	2012	2013	ALL EL <u>2015</u>
The faculty and leadership have a shared vision.	87%	81%	64%	
Teachers feel comfortable raising issues and concerns that are important to them.	76%	74%	40%	
The school leadership consistently supports teachers.	80%	67%	51%	
	98%	95%	93%	
	93%	95%	96%	
	88%	87%	77%	
	74%	78%	83%	
	88%	71%	78%	
	91%	74%	71%	
	83%	66%	57%	
	90%	85%	69%	
	*	*	64%	
	*	*	74%	
	*	*	57%	
	*	*	84%	
	*	*	83%	
	*	*	51%	

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

Casey

		2012	2013
The use of time in my school		64%	67%
Facilities and resources		90%	84%
Community support and involvement		93%	81%
Managing student conduct	93%	91%	64%
Teacher leadership	95%	79%	84%
School leadership	90%	80%	84%
Professional development	88%	90%	91%
Instructional practices and support	95%	93%	84%
New teacher support	97%	79%	67%
Achievement press	*	94%	94%

Managing Student Conduct

	Casey			ALL EL
	2011	2012	2013	2015
Students at this school understand expectations for their conduct.		97%	80%	
		92%	83%	
		84%	86%	
		95%	77%	
		95%	75%	
		85%	97%	
		95%	97%	
		93%	87%	

Achievement Press

	Casey					ALL EL
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.	100%	97%	100%	98%	96%	96%
Teachers in this school believe that their students have the ability to achieve academically.	95%	95%	96%	94%	91%	96%
Parents exert pressure to maintain high standards.	43%	59%	50%	73%	73%	68%
Achievement is recognized and acknowledged by the school.	85%	88%	98%	96%	91%	93%
Parents press for school improvement.	51%	65%	67%	77%	83%	70%
Students in this school can achieve the goals that have been set for them.	100%	92%	96%	96%	89%	95%
Students respect others who get good grades.	88%	93%	95%	100%	88%	93%
Students seek extra work so they can get good grades.	25%	52%	51%	72%	60%	62%
Students try hard to improve on previous work.	62%	84%	78%	88%	83%	83%
The learning environment is orderly and serious. +	93%	90%	91%	98%	86%	91%

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

Instructional Practice and Support

	Casey				ALL EL
	2011	2012	2013	2014	2015
Teachers in this school use assessment data to inform their instruction.	100%	98%	100%	100%	
Teachers work in professional learning communities to develop and align instructional practices.	91%	93%	100%	95%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	78%	80%	88%	92%	
Teachers are encouraged to try new things to improve instruction.	80%	90%	72%	95%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.	67%	63%	62%	72%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	50%	60%	55%	70%	

Community Support and Engagement

	Casey			ALL EL
	2011	2012	2013	2015
			72%	
			74%	
			79%	
			89%	
			98%	
			87%	
Parents/guardians contributing to their success with students.	67%		89%	
Community members support teachers, contributing to their success with students.	67%		83%	
The community we serve is supportive of this school.	72%		91%	

An appropriate amount of time is provided for	80%
	80%
Professional learning opportunities are aligned with the school's improvement plan.	89%
Professional development is differentiated to meet the needs of individual teachers.	55%
Professional development deepens teachers' content knowledge.	69%
Teachers are encouraged to reflect on their own practice.	90%
Follow up is provided from professional development in this school.	79%
	63%
	78%

