

School Leadership

	Covington					ALL MS
	2011	2012	2013	2014	2015	2015
The faculty and leadership have a shared vision.	88%	84%	90%	68%	73%	80%
Teachers feel comfortable raising issues and concerns that are important to them.	78%	67%	71%	60%	52%	74%
The school leadership consistently supports teachers.	78%	74%	80%	51%	69%	77%
Teachers are held to high professional standards for delivering instruction.	100%	98%	100%	86%	100%	94%
The school leadership facilitates using data to improve student learning.	100%	100%	98%	95%	94%	95%
Teacher performance is assessed objectively.	90%	78%	87%	80%	82%	88%
Teachers receive feedback that can help them improve teaching.	89%	92%	93%	88%	83%	86%
The procedures for teacher evaluation are consistent.	85%	80%	87%	82%	87%	86%
The faculty are recognized for accomplishments.	93%	94%	87%	84%	74%	85%
There is an atmosphere of trust and mutual respect. +	87%	77%	79%	79%	66%	79%
School leadership effectively communicates policy. +	85%	80%	88%	80%	69%	82%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	87%	67%	56%	77%
My principal clearly defines expectations for our school.	*	*	93%	67%	83%	88%
My principal provides constructive feedback to teachers toward improving their	*	*	86%	72%	80%	83%
My principal has a clearly defined mission and vision for my school.	*	*	91%	73%	87%	88%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	98%	73%	85%	91%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	84%	69%	66%	78%

+ Includes responses from teaching and nonteaching staff.

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

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The use of time in my school	82%	83%	91%	61%	
Facilities and resources	95%	90%	95%	85%	
Community support and involvement	96%	91%	93%	90%	
Managing student conduct	78%	73%	90%	52%	
Teacher leadership	93%	96%	93%	79%	
School leadership	91%	94%	90%	66%	
Professional development	97%	94%	93%	86%	
Instructional practices and support	100%	94%	90%	86%	
New teacher support	93%	95%	83%	75%	
Achievement press	*	90%	92%	86%	
General school climate	*	86%	93%	77%	

Note. *New to the survey in Spring 2012.

Teacher Leadership

	Covington				ALL MS
	2011	2012	2013	2014	2015
Teachers are recognized as educational experts.	90%	92%	86%	85%	
Teachers are trusted to make sound professional decisions about instruction.	86%	92%	83%	79%	
Teachers are relied upon to make decisions about educational issues.	90%	88%	85%	73%	
Teachers are encouraged to participate in school leadership roles.	97%	94%	92%	88%	
The faculty has an effective process for making group decisions to solve problems.	78%	85%	86%	76%	
In this school we take steps to solve problems.	91%	82%	90%	73%	
Teachers are effective leaders in this school.	91%	92%	93%	90%	
Teachers have an appropriate level of influence on decision making in this school.	*	77%	84%	620.108 -1.803 Td(75%)Tj0 -1.797 TD(86k	

Note. *New to the survey in Spring 2012.

Managing Student Conduct

	Covington			ALL MS
	2011	2012	2013	2015
Students at this school understand expectations for their conduct.		85%	94%	
Students at this school follow rules of conduct.		79%	83%	
Policies and procedures about student conduct are clearly understood by the faculty.		76%	85%	
Administrators consistently enforce rules for student conduct.		62%	78%	
Administrators support teachers' efforts to maintain discipline in the classroom.		78%	84%	
Teachers consistently enforce rules for student conduct.		74%	83%	
		98%	96%	
		84%	92%	

Achievement Press

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The school sets high standards for academic performance.	100%	94%	91%	77%		90%
Teachers in this school believe that their students have the ability to achieve academically.	94%	96%	95%	94%		94%
Parents exert pressure to maintain high standards.	60%	33%	47%	39%		62%
Achievement is recognized and acknowledged by the school.	99%	96%	97%	94%		93%
Parents press for school improvement.	73%	50%	60%	47%		67%
Students in this school can achieve the goals that have been set for them.	97%	92%	87%	96%		95%
Students respect others who get good grades.	72%	75%	88%	73%		78%
Students seek extra work so they can get good grades.	56%	50%	55%	45%		61%
Students try hard to improve on previous work.	71%	60%	68%	59%		67%
The learning environment is orderly and serious. +	92%	83%	93%	75%		

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

Instructional Practice and Support

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	2011	2012	2013	2014	2015	2015
Teachers in this school use assessment data to inform their instruction.	100%	98%	98%	98%	98%	97%
Teachers work in professional learning communities to develop and align instructional practices.	98%	96%	96%	95%	94%	95%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	95%	95%	92%	88%	83%	90%
Teachers are encouraged to try new things to improve instruction.	98%	95%	93%	89%	96%	93%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	69%	79%	86%	50%	62%	75%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	83%	87%	80%	64%	75%	82%

Community Support and Engagement

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	2011	2012	2013	2014	2015	2015
Parents/guardians are influential decision makers in this school.	62%	50%	75%	51%	48%	69%
This school works directly with parents/guardians to improve the educational climate in students' homes.	78%	85%	94%	78%	76%	84%
This school maintains clear, two-way communication with the community.	85%	89%	98%	93%	81%	91%
This school does a good job of encouraging parent/guardian involvement.	85%	84%	96%	84%	85%	89%
Teachers provide parents/guardians with useful information about student learning.	97%	89%	97%	98%	94%	94%
Parents/guardians know what is going on in this school.	82%	85%	85%	75%	69%	83%
Parents/guardians support teachers, contributing to their success with students.	80%	76%	86%	60%	67%	78%
Community members support teachers, contributing to their success with students.	85%	80%	89%	90%	84%	85%
The community we serve is supportive of this school.	87%	74%	91%	86%	84%	87%

Professional learning opportunities are

85%

93%

95%

82%

92%

90%

89%

Facilities and Resources

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Teachers have sufficient access to appropriate instructional materials.	90%	94%	88%	90%	89%	88%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	80%	90%	88%	73%	65%	74%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	68%	78%	80%	70%	69%	80%
Teachers have sufficient training and support to fully utilize the available instructional technology.	83%	86%	81%	75%	71%	78%
Teachers have sufficient access to a broad range of professional support personnel.	92%	83%	83%	90%	79%	86%
The physical environment of classrooms in this school supports teaching and learning.+	99%	100%	100%	96%	95%	91%
The school environment is clean and well maintained.+	99%	100%	100%	97%	97%	94%
Teachers have adequate space to work productively.	97%	98%	98%	95%	94%	87%
Teachers have time available to collaborate with colleagues.	66%	52%	69%	53%	58%	77%

Note. + Includes responses from teaching and nonteaching staff.