

ALL
EL
2015

	<u>2011</u>	<u>2012</u>	<u>2013</u>
The faculty and leadership have a shared vision.	98%	92%	100%
Teachers feel comfortable raising issues and concerns that are important to them.	70%	70%	100%
The school leadership consistently supports teachers.	88%	87%	100%
Teachers are held to high professional standards for delivering instruction.	100%	100%	100%
	98%	100%	100%
	94%	89%	100%
	73%	80%	98%
	91%	74%	98%
	69%	80%	100%
There is an atmosphere of support	97%	94%	100%
	*	*	100%
	*	*	100%
	*	*	98%
	*	*	100%
	*	*	100%
	*	*	100%

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

	Cowan					ALL EL
	2011	2012	2013	2014	2015	2015
The use of time in my school	80%	84%	100%	100%	100%	86%
Facilities and resources	90%	100%	100%	100%	100%	92%
Community support and involvement	100%	96%	100%	100%	100%	93%
Managing student conduct	96%	91%	100%	100%	98%	87%
Teacher leadership	94%	98%	100%	100%	100%	93%
School leadership	92%	98%	100%	100%	100%	92%
Professional development	94%	98%	100%	100%	100%	93%
Instructional practices and support	94%	94%	100%	100%	100%	93%
New teacher support	81%	92%	98%	100%	100%	89%
Achievement press	*	97%	100%	100%	100%	94%
General school climate	*	85%	100%	100%	100%	90%

Note. *New to the survey in Spring 2012.

Teacher Leadership

	Cowan					ALL EL
	2011	2012	2013	2014	2015	2015
Teachers are recognized as educational experts.	86%	94%	100%	100%	100%	90%
Teachers are trusted to make sound professional decisions about instruction.	90%	92%	100%	100%	100%	90%
Teachers are relied upon to make decisions about educational issues.	94%	94%	100%	100%	100%	91%
Teachers are encouraged to participate in school leadership roles.	96%	98%	100%	100%	100%	93%
The faculty has an effective process for making group decisions to solve problems.	92%	93%	100%	100%	100%	83%
In this school we take steps to solve problems.	100%	100%	100%	100%	98%	90%
Teachers are effective leaders in this school.	100%	96%	100%	100%	100%	92%
Teachers have an appropriate level of influence on decision making in this school.	*	80%	100%	100%	98%	83%

Note. *New to the survey in Spring 2012.

Managing Student Conduct

	Cowan					ALL EL
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	100%	96%	100%	98%	100%	93%
Students at this school follow rules of conduct.	97%	91%	100%	97%	100%	85%
Policies and procedures about student conduct are clearly understood by the faculty.	95%	94%	100%	98%	100%	91%
Administrators consistently enforce rules for student conduct.	92%	96%	100%	99%	100%	86%
Administrators support teachers' efforts to maintain discipline in the classroom.	97%	96%	100%	98%	100%	90%
Teachers consistently enforce rules for student conduct.	97%	92%	94%	97%	99%	93%
The faculty work in a school environment that is safe.	100%	98%	100%	100%	100%	96%
Non-teaching staff consistently enforce rules for student conduct.	95%	96%	96%	100%	99%	93%

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

Achievement Press

	Cowan					ALL EL
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.	100%	100%	100%	100%	100%	96%
Teachers in this school believe that their students have the ability to achieve academically.	100%	100%	100%	100%	100%	96%
Parents exert pressure to maintain high standards.	98%	79%	87%	96%	94%	68%
Achievement is recognized and acknowledged by the school.	79%	81%	100%	100%	98%	93%
Parents press for school improvement.	88%	69%	83%	90%	91%	70%
Students in this school can achieve the goals that have been set for them.	100%	98%	100%	100%	100%	95%
Students respect others who get good grades.	100%	94%	100%	100%	100%	93%
Students seek extra work so they can get good grades.	52%	58%	72%	83%	86%	62%
Students try hard to improve on previous work.	90%	79%	92%	96%	94%	83%
The learning environment is orderly and serious. +	91%	88%	98%	97%	100%	91%

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

2014

100%

98%

Provided supports (i.e., instructional coaching,

100%

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.

98%

Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).

96%

An appropriate amount of time is provided for professional development.	92%
Professional development offerings are data driven.	100%
Professional learning opportunities are aligned with the school's improvement plan.	100%
Professional development is differentiated to meet the needs of individual teachers.	96%
Professional development deepens teachers' content knowledge.	98%
Teachers are encouraged to reflect on their own practice.	100%
Follow up is provided from professional development in this school.	96%

89%

100%

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.