School Leadership

| | Cunningham | | | | | ALL EL |
	2011	2012	2013	2014	2015	2015
The faculty and leadership have a shared vision.	71%	52%	90%	63%		
Teachers feel comfortable raising issues and concerns that are important to them.	68%	33%	83%	51%		
The school leadership consistently supports teachers.	62%	26%	88%	65%		
Teachers are held to high professional standards for delivering instruction.	88%	93%	96%	92%		
The school leadership facilitates using data to improve student learning.	97%	96%	100%	97%		97%
Teacher performance is assessed objectively.	79%	73%	96%	78%		92%86%78%
Teachers receive feedback that can help them improve teaching.	71%	67%	87%	79%		79%86%78%70%
The procedures for teacher evaluation are consistent.	78%	59%	90%	81%		
The faculty are recognized for accomplishments.	76%	81%	88%	86%		
There is an atmosphere of trust and mutual respect.+	63%	50%	88%	75%		
School leadership effectively communicates policy.+	66%	70%	84%	78%		
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	89%	74%		
My principal clearly defines expectations for our school.	*	*	96%	73%		
My principal provides constructive feedback to teachers toward improving their	*	*	93%	70%		
My principal has a clearly defined mission and vision for my school.	*	*	98%	94%		
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	98%	97%		
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	91%	78%		

+Includes responses from teaching and nonteaching staff.

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

	Cunningham			ALL EL
	2011	2012	2013	2015
The use of time in my school	76%	50%	84%	
Facilities and resources	98%	83%	96%	
Community support and involvement	95%	76%	96%	
Managing student conduct	46%	27%	70%	
Teacher leadership	81%	70%	96%	
School leadership	89%	63%	92%	
Professional development	90%	80%	94%	
Instructional practices and support	87%	88%	92%	
New teacher support	80%	72%	93%	
Achievement press	*	82%	95%	

	2013
Teachers are trusted to make sound	92%
	94%
	94%
	75%
	92%
	98%
	86%

Managing Student Conduct

	Cunningham					ALL EL
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	82%	50%	89%	59%	86%	93%
Students at this school follow rules of conduct.	57%	27%	75%	53%	71%	85%
Policies and procedures about student conduct are clearly understood by the faculty.	76%	48%	81%	68%	83%	91%
Administrators consistently enforce rules for student conduct.	51%	29%	68%	42%	63%	86%
Administrators support teachers' efforts to maintain discipline in the classroom.	58%	26%	77%	40%	83%	90%
Teachers consistently enforce rules for student conduct.	87%	75%	89%	82%	93%	93%
The faculty work in a school environment that is safe.	86%	48%	92%	76%	97%	96%
Non-teaching staff consistently enforce rules for student conduct.	86%	60%	91%	92%	95%	93%

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

Achievement Press

	Cunningham					ALL EL
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.	92%	93%	100%	93%	86%	96%
Teachers in this school believe that their students have the ability to achieve academically.	92%	93%	98%	93%	94%	96%
Parents exert pressure to maintain high standards.	26%	33%	61%	52%	37%	68%
Achievement is recognized and acknowledged by the school.	78%	84%	94%	80%	79%	93%
Parents press for school improvement.	40%	48%	73%	71%	61%	70%
Students in this school can achieve the goals that have been set for them.	98%	93%	100%	89%	100%	95%
Students respect others who get good grades.	78%	62%	88%	83%	93%	93%
Students seek extra work so they can get get good grades.	40%	27%	54%	36%	36%	62%
Students try hard to improve on previous work.	79%	56%	79%	78%	81%	83%
The learning environment is orderly and serious.+	76%	58%	87%	67%	83%	91%

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

Instructional Practice and Support

	Cunningham				ALL EL
	2011	2012	2013	2014	2015
Teachers in this school use assessment data to inform their instruction.	100%	100%	98%	100%	
Teachers work in professional learning communities to develop and align instructional practices.	80%	96%	98%	94%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	82%	86%	91%	91%	
Teachers are encouraged to try new things to improve instruction.	90%	92%	98%	94%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.	48%	55%	79%	64%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	40%	52%	75%	85%	

Community Support and Engagement

	Cunningham			ALL EL
	2011	2012	2013	2015
			88%	
			92%	
			98%	
			92%	
Teachers provid7.42nc0.44 0.Tw - provid7.42nc0.44 0.Tw 4rl 21.94ardians sutc -0.94 Tw -..94eadf265od0Tf10wulve of nfnns			98%	
			85%	
Parents/guardians support teachers, contributing to their success with students.	66%		86%	
Community members support teachers, contributing to their success with students.	65%		88%	
The community we serve is supportive of this school.	67%		92%	

83%

95%

Professional learning opportunities are
aligned with the school's improvement plan.   96%

Professional development is differentiated to
meet the needs of individual teachers.   74%

Professional development deepens teachers'
content knowledge.   94%

Teachers are encouraged to reflect on their 95%   96%

87%

Facilities and Resources

	Cunningham				ALL EL
	2011	2012	2013	2014	2015
Teachers have sufficient access to appropriate instructional materials.	80%	70%	88%	89%	
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	37%	85%	87%	70%	
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	83%	85%	92%		
Teachers have sufficient training and support to fully utilize the available instructional technology.	54%	69%	81%	62%	
Teachers have sufficient access to a broad range of professional support personnel.	68%	67%	76%		
The physical environment of classrooms in this school supports teaching and learning.+	65%	88%	97%		
The school environment is clean and well maintained.+	93%	94%	83%		
Teachers have adequate space to work productively.	43%	77%	87%		

Note. +Includes responses from teaching and nonteaching staff.