

	2011	2012	2013
The faculty and leadership have a shared vision.			100%
Teachers feel comfortable raising issues and concerns that are important to them.			100%
M			100%
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	*	*	100%
	*	*	100%
	*	*	100%
	*	*	100%
	*	*	100%
	*	*	100%

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

Dobie Pre-K

ALL
EL
2016

	2011	2012	2013
The use of time in my school			100%
Facilities and resources			100%
Community support and involvement			100%
Managing student conduct			100%
Teacher leadership			100%
School leadership			100%
Professional development			100%
Instructional practices and support			100%
New teacher support			100%
Achievement press	*		100%

2013

Teachers are trusted to make sound professional decisions about instruction.	100%
Teachers are relied upon to make decisions about educational issues.	100%
Teachers are encouraged to participate in school leadership roles.	100%
The faculty has an effective process for making group decisions to solve problems.	100%
In this school we take steps to solve problems.	100%
Teachers are effective leaders in this school.	100%
Teachers have an appropriate level of influence on	100%

Achievement Press

	Dobie Pre-K						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.			100%	100%	100%	100%	96%
Teachers in this school believe that their students have the ability to achieve academically.			100%	100%	100%	100%	96%
Parents exert pressure to maintain high standards.			77%	63%	71%	80%	70%
Academic achievement is recognized and acknowledged by the school.			100%	95%	100%	100%	94%
Parents press for school improvement.			77%	81%	74%	100%	75%
Students in this school can achieve the goals that have been set for them.			100%	100%	100%	100%	96%
Students respect others who get good grades.			100%	94%	100%	100%	93%
Students seek extra work so they can get get good grades.			75%	78%	78%	76%	62%
Students try hard to improve on previous work.			100%	90%	95%	100%	83%
The learning environment is orderly and serious.+			100%	98%	98%	96%	92%

+Includes responses from teaching and non-teaching staff.

Group students across classes based on learning needs.

Provide support for new teachers.

Provide support for struggling teachers.

Share instructional strategies.

Instructional Practice and Support

	Dobie Pre-K						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers in this school use assessment data to inform their instruction.			100%	100%	100%	100%	98%
Teachers work in professional learning communities to develop and align instructional practices.			100%	96%	100%	100%	95%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.			100%	95%	100%	100%	93%
Teachers are encouraged to try new things to improve instruction.			100%	100%	100%	100%	95%
Teachers at my school are assigned classes that maximize their likelihood of success with students.			100%	91%	94%	84%	83%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).			100%	82%	81%	81%	86%
I have detailed knowledge of the content covered and instructional methods used by other teachers at this school.	*	*	*	*	*	93%	82%

*This item was not asked.

Community Support and Engagement

	Dobie Pre-K						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Parents/guardians are influential decision makers in this school.			96%	92%	88%	100%	80%
This school works directly with parents/guardians to improve the educational climate in students' homes.			100%	98%	100%	100%	90%
This school maintains clear, two-way communication with the community.			100%	95%	100%	100%	94%
This school does a good job of encouraging parent/guardian involvement.			100%	98%	100%	100%	92%
Teachers provide parents/guardians with useful information about student learning.			100%	100%	100%	100%	97%
Parents/guardians know what is going on in this school.			100%	95%	100%	100%	91%
Parents/guardians support teachers, contributing to their success with students.			96%	93%	90%	100%	85%
Community members support teachers, contributing to their success with students.			100%	95%	88%	100%	91%
The community we serve is supportive of this school.			100%	97%	100%	100%	92%

	100%
	100%
Professional learning opportunities are aligned with the school's improvement plan.	100%
Professional development is differentiated to meet the needs of individual teachers.	95%
Professional development deepens teachers' content knowledge.	100%
Teachers are encouraged to reflect on their own practice	100%
	100%

Facilities and Resources

	2011	2012	Dobie Pre-K			2016	ALL
			2013	2014	2015		EL
							2016
Teachers have sufficient access to appropriate instructional materials.			96%	91%	90%		
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.			96%	96%	100%		
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,			96%	91%	90%		
Teachers have sufficient training and support to fully utilize the available instructional technology.			96%	86%	86%		
Teachers have sufficient access to a broad range of professional support personnel.			96%	96%	100%		
The physical environment of classrooms in this school supports teaching and learning.+			86%	85%	90%		
The school environment is clean and well maintained.+			95%	98%	100%		
Teachers have adequate space to work productively.			89%	65%	76%		
Teachers have time available to collaborate with colleagues.			88%	86%	90%		