	2011	2012	2013	ALL EL 2015
The faculty and leadership have a shared vision.	96%	74%	91%	
Teachers feel comfortable raising issues and concerns that are important to them.	63%	56%	69%	
The school leadership consistently supports teachers.	80%	57%	84%	
Teachers are held to high professional standards for delivering instruction.	96%	88%	98%	
The school leadership facilitates using data to improve student learning.	98%	96%	100%	
Teacher performance is assessed objectively.	88%	80%	93%	
Teachers receive feedback that can help them improve teaching.	93%	80%	91%	
The procedures for teacher evaluation are consistent.	86%	82%	84%	
The faculty are recognized for accomplishments.	93%	71%	89%	
There is an atmosphere of trust and mutual respect.+	77%	62%	87%	
School leadership effectively communicates policy.+	88%	79%	92%	
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	89%	
My principal clearly defines expectations for our school.	*	*	98%	
My principal provides constructive feedback to teachers toward improving their	*	*	96%	
My principal has a clearly defined mission and vision for my school.	*	*	96%	
My principal encourages cooperation amtr(5-0t8ßJ0.0012 Tw 0 -1.208 98% faculty an[sff hat)-6(o)-wndack)-5i8(mprov7)8(n)-				
	*	*	92%	

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

	Jordan			ALL EL
	2011	2012	2013	2015
The use of time in my school	88%	67%	77%	
Facilities and resources	93%	88%	98%	
Community support and involvement	96%	82%	95%	
Managing student conduct	75%	49%	75%	
Teacher leadership	95%	80%	95%	
School leadership	94%	76%	95%	
Professional development	95%	92%	95%	
Instructional practices and support	95%	85%	91%	
New teacher support	95%	88%	88%	
Achievement press	*	86%	88%	

77%

88%

91%

80%

86%

87%
89%

79%96%

Managing Student Conduct

	Jordan					ALL EL
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	93%	82%	86%	88%	83%	93%
Students at this school follow rules of conduct.	79%	58%	72%	78%	65%	85%
Policies and procedures about student conduct are clearly understood by the faculty.	94%	74%	92%	92%	84%	91%
Administrators consistently enforce rules for student conduct.	84%	59%	77%	86%	86%	86%
Administrators support teachers' efforts to maintain discipline in the classroom.	86%	67%	83%	86%	90%	90%
Teachers consistently enforce rules for student conduct.	86%	78%	89%	89%	74%	93%
The faculty work in a school environment that is safe.	90%	86%	92%	96%	93%	96%
Non-teaching staff consistently enforce rules for student conduct.	86%	68%	86%	89%	91%	93%

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

Achievement Press

	Jordan					ALL EL
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.	99%	94%	97%	98%	97%	96%
Teachers in this school believe that their students have the ability to achieve academically.	97%	84%	93%	97%	93%	96%
Parents exert pressure to maintain high standards.	52%	56%	62%	66%	63%	68%
Achievement is recognized and acknowledged by the school.	92%	82%	85%	93%	90%	93%
Parents press for school improvement.	56%	77%	75%	73%	68%	70%
Students in this school can achieve the goals that have been set for them.	93%	96%	92%	98%	98%	95%
Students respect others who get good grades.	85%	68%	81%	94%	86%	93%
Students seek extra work so they can get get good grades.	61%	40%	43%	55%	55%	62%
Students try hard to improve on previous work.	77%	59%	64%	77%	67%	83%
The learning environment is orderly and serious.+	85%	76%	88%	93%	86%	91%

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

Instructional Practice and Support

		Jordan				ALL EL
	2011	2012	2013	2014	2015	2015
Teachers in this school use assessment data to inform their instruction.	96%	100%	100%	100%	98%	99%
Teachers work in professional learning communities to develop and align instructional practices.	95%	93%	96%	94%	95%	94%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	91%	89%	87%	94%	95%	92%
Teachers are encouraged to try new things to improve instruction.	84%	90%	82%	93%	86%	93%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	74%	70%	77%	85%	78%	81%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	63%	55%	61%	62%	69%	84%

Community Support and Engagement

		Jordan				ALL EL
	2011	2012	2013	2014	2015	2015
Parents/guardians are influential decision makers in this school.	48%	66%	70%	77%		78%
This school works directly with parents/guardians to improve the educational climate in students' homes.	87%	91%	91%	92%		89%
This school maintains clear, two-way communication with the community.	89%	93%	92%	95%		
This school does a good job of encouraging parent/guardian involvement.	88%	91%	93%	97%		
Teachers provide parents/guardians with useful information about student learning.	91%	96%	95%	98%		
Parents/guardians know what is going on in this school.	82%	85%	82%	92%		
Parents/guardians support teachers, contributing to their success with students.	64%	74%	84%	73%		
Community members support teachers, contributing to their success with students.	77%	86%	85%	94%		
The community we serve is supportive of this school.	61%	83%	87%	88%		

An appropriate3pprop's improvement plan.	82%
	87%
Professional learning opportunities are aligned with the school's improvement plan.	94%
Professional development is differentiated to meet the needs of individual teachers.	80%
Professional development deepens teachers' content knowledge.	88%
Teachers are encouraged to reflect on their own practice.	91%
Follow up is provided from professional development in this school.	77%
	77%
	91%

Facilities and Resources

	2011	2012	2013	2014	2015	ALL EL 2015
			Jordan			
Teachers have sufficient access to appropriate instructional materials.	89%	87%	97%	96%	92%	90%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	84%	81%	95%	98%	92%	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	75%	85%	100%	93%	93%	87%
Teachers have sufficient training and support to fully utilize the available instructional technology.	75%	72%	89%	77%	90%	79%
Teachers have sufficient access to a broad range of professional support personnel.	91%	75%	95%	93%	90%	87%
The physical environment of classrooms in this school supports teaching and learning.+	94%	89%	96%	97%	99%	94%
The school environment is clean and well maintained.+	96%	84%	92%	96%	99%	94%
Teachers have adequate space to work productively.	86%	89%	93%	90%	96%	90%
Teachers have time available to collaborate with colleagues.	83%	54%	77%	81%	86%	78%

Note. +Includes responses from teaching and nonteaching staff.