

School Leadership

	Mathews					ALL EL
	2011	2012	2013	2014	2015	2015
The faculty and leadership have a shared vision.	94%	97%	97%	100%	97%	89%
Teachers feel comfortable raising issues and concerns that are important to them.	82%	86%	89%	100%	91%	82%
The school leadership consistently supports teachers.	85%	93%	97%	100%	97%	86%
Teachers are held to high professional standards for delivering instruction.	97%	97%	100%	100%	97%	95%
The school leadership facilitates using data to improve student learning.	97%	100%	100%	100%	100%	97%
Teacher performance is assessed objectively.	91%	97%	94%	96%	94%	92%
Teachers receive feedback that can help them improve teaching.	94%	97%	97%	96%	80%	89%
The procedures for teacher evaluation are consistent.	94%	90%	91%	96%	86%	90%
The faculty are recognized for accomplishments.	88%	87%	94%	100%	94%	89%
There is an atmosphere of trust and mutual respect. +	85%	95%	87%	93%	91%	85%
School leadership effectively communicates policy. +	96%	95%	98%	100%	96%	88%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	100%	100%	90%	86%
My principal clearly defines expectations for our school.	*	*	100%	100%	97%	91%
My principal provides constructive feedback to teachers toward improving their	*	*	97%	100%	87%	88%
My principal has a clearly defined mission and vision for my school.	*	*	100%	100%	97%	92%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	97%	100%	100%	94%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	100%	100%	94%	86%

+ Includes responses from teaching and nonteaching staff.

Mathews

2013

94%

100%

100%

94%

100%

100%

100%

100%

New teacher support

100%

Achievement press

*

100%

Managing Student Conduct

	Mathews				ALL EL
	2011	2012	2013	2014	2015
Students at this school understand expectations for their conduct.	91%	90%	96%	100%	
Students at this school follow rules of conduct.	85%	74%	94%	90%	
Policies and procedures about student conduct are clearly understood by the faculty.	91%	97%	98%	100%	
Administrators consistently enforce rules for student conduct.	80%	85%	94%	93%	
Administrators support teachers' efforts to maintain discipline in the classroom.	91%	95%	96%	95%	
Teachers consistently enforce rules for student conduct.	93%	90%	98%	98%	
The faculty work in a school environment that is safe.	100%	100%	100%	100%	
Non-teaching staff consistently enforce rules for student conduct.	90%	87%	93%	95%	

Achievement Press

	Mathews					ALL EL
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.	98%	100%	100%	97%	97%	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.	80%	87%	91%	88%	97%	68%
Achievement is recognized and acknowledged by the school.	100%	100%	100%	100%	100%	93%
Parents press for school improvement.	81%	92%	77%	90%	94%	70%
Students in this school can achieve the goals that have been set for them.	100%	100%	100%	97%	97%	95%
Students respect others who get good grades.	100%	100%	100%	100%	100%	93%
Students seek extra work so they can get good grades.	58%	68%	83%	88%	83%	62%
Students try hard to improve on previous work.	88%	94%	94%	94%	97%	83%
The learning environment is orderly and serious. +	93%	87%	98%	100%	93%	91%

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

	<u>2014</u>
Teachers in this school use assessment data	100%
Teachers work in professional learning communities to develop and align instructional practices.	100%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	96%
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.	79%
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.	91%
Professional development offerings are data driven.	93%
Professional learning opportunities are aligned with the school's improvement plan.	97%
Professional development is differentiated to meet the needs of individual teachers.	94%
Professional development deepens teachers' content knowledge.	97%
Teachers are encouraged to reflect on their own practice.	100%
Follow up is provided from professional development in this school.	91%
Professional development provides ongoing opportunities for teachers to work with	
	84%
	100%

