

Teachers have sufficient access to appropriate instructional materials.

Teachers have sufficient access to instructional technology, including

Professional Development

	2011	Odom		ALL EL 2013
		2012	2013	
Sufficient resources are available for professional development.	80%	86%	78%	85%
An appropriate amount of time is provided for professional development.	93%	91%	80%	77%
Professional development offerings are data driven.	89%	92%	97%	89%
Professional learning opportunities are aligned with the school's improvement plan.	91%	97%	95%	92%
Professional development is differentiated to meet the needs of individual teachers.	57%	66%	66%	72%
Professional development deepens teachers' content knowledge.	80%	77%	88%	85%
Teachers are encouraged to reflect on their own practice.	87%	95%	84%	92%
Follow up is provided from professional development in this school.	62%	82%	68%	75%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	80%	98%	90%	81%
Professional development is evaluated and results are communicated to teachers.	44%	70%	64%	68%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	85%	95%	90%	89%
Professional development enhances teachers' abilities to improve student learning.	89%	95%	90%	91%

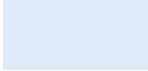
Campus and District Professional Development

	2013	
	At my campus	In the district
PD is differentiated to meet the needs of individual teachers.	58%	59%
PD deepens teachers' content knowledge.	88%	79%
PD enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	83%	82%
PD enhances teachers' abilities to improve student learning.	90%	85%

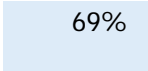
Note. These items were new in 2013.

Community Support and Engagement

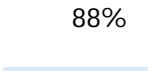
2011 Odom 2012 2013 ALL EL 2013



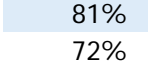
79%



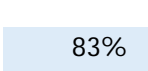
69%



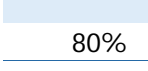
88%



81%



72%



83%



80%

	2011	2012	2013	ALL EL 2013
		96%	89%	
		89%	76%	
		96%	100%	
		98%	93%	
		100%	93%	
		96%	93%	
		95%	93%	
		92%	88%	

Achievement Press

	2011	Odom 2012	2013	ALL EL 2013
The school sets high standards for academic performance.	94%	98%		
Teachers in this school believe that their students have the ability to achieve academically.	98%	96%		
Parents exert pressure to maintain high standards.	44%	49%		
Achievement is recognized and acknowledged by the school.	94%	96%		
Parents press for school improvement.	55%	60%		
Students in this school can achieve the goals that have been set for them.	92%	98%		
Students respect others who get good grades.	89%	94%		
Students seek extra work so they can get get good grades.	53%	64%		
Students try hard to improve on previous work.	67%			
The learning environment is orderly and serious.+	92%			