

| Category | Sub-Category | Score | | % Agree + |
|-----------------------|---|-------|-------|-----------|
| | | 12_13 | 13_14 | 14_15 |
| Ambitious Instruction | Teachers report that: | 61 | 74 | |
| | Students use data and text references to support their ideas | | | 88 |
| | Students provide constructive feedback to their peers and to me | | | 83 |
| | Students build on each other's ideas during discussion | | | 92 |
| | Most students participate in the discussion at some point | | | 100 |
| | Students show each other respect | | | 100 |

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|-------------------|---|-------|-------|-----------|
| | | 12_13 | 13_14 | 14_15 |
| Program Coherence | | 28 | 38 | 45 |
| | Many special programs come and go at this school | | | 49 |
| | Once we start a new program, we follow up to make sure that it's workign | | | 60 |
| | Curriculum, instruction, and learning materials are well coordinated across the different grade levels | | | 57 |
| | We have so many different programs in this school that I can't keep track of them all | | | 45 |
| | There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school | | | 72 |

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|-------------------------|---|-------|-------|-----------|
| | | 12_13 | 13_14 | 14_15 |
| Teacher Principal Trust | | 49 | 40 | 41 |
| | It's OK in this school to discuss feelings, worries and frustrations with the principal | | | 87 |
| | The principal looks out for the personal welfare of the faculty members | | | 84 |
| | I trust the principal at his or her word | | | 89 |
| | The principal at this school is an effective manager who makes the school run smoothly | | | 82 |

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| The principal places the needs of children ahead of personal and political interests | 93 |
| The principal has confidence in the expertise of the teachers | 95 |
| The principal takes a personal interest in the professional development of teachers | 88 |
| Teachers feel respected by the principal | 94 |

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|--------------------------|--|-----------|-----------|-----------|-----------|
| | | 12_13 | 13_14 | 14_15 | |
| | Year | | | | |
| Teacher Influence | | 43 | 51 | 51 | |
| | Planning how discretionary school funds should be used | | | | 34 |
| | Determining the content of in-service programs | | | | 28 |
| | Determining books and other instructional materials used in the classrooms | | | | 81 |
| | Establishing the curriculum and instructional program | | | | 85 |
| | Setting standards for student behavior | | | | 81 |

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|---------------------------------|--|-----------|-----------|-----------|-----------|
| | | 12_13 | 13_14 | 14_15 | |
| | Year | | | | |
| Instructional Leadership | | 46 | 33 | 38 | |
| | Knows what's going on in my classroom | | | | 82 |
| | Provides me with useful feedback to improve my teaching | | | | 83 |
| | Has provided me with the support I need to improve my teaching | | | | 90 |
| | Presses teachers to implement what they have learned in professional development | | | | 81 |
| | Communicates a clear vision for my school | | | | 95 |

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|--------------------------------|--|-------|-----------|-----------|-----------|
| | | 12_13 | 13_14 | 14_15 | |
| | Year | | | | |
| Collaborative Practices | | | 53 | 59 | |
| | Observed another teacher's classroom to offer feedback | | | | 16 |
| | Observed another teacher's classroom to get ideas for your own instruction | | | | 19 |

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|---|----|
| Gone over student assessment data with other teachers to make instructional decisions | 81 |
| Worked with other teacher to develop materials or activities for particular classes | 81 |
| Worked on instructional strategies with other teachers | 83 |

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|----------------------------------|---|-----------|-----------|-----------|-----------|
| | | 12_13 | 13_14 | 14_15 | |
| | Year | | | | |
| Collective Responsibility | | 42 | 27 | 39 | |
| | Feel reponsible when students in this school fail | | | | 71 |
| | feel responsible to help each other do their best | | | | 65 |
| | Help maintain discipline in the entire school, not just their classroom | | | | 71 |
| | Take responsibility for improving the school | | | | 71 |
| | Feel responsible for helping students develop self-control | | | | 88 |
| | Feel responsible that all students learn | | | | 88 |

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| | | 12_13 | 13_14 | 14_15 | |
| | Year | | | | |
| Quality Professional Dev | | 34 | 31 | 42 | |
| | Included opportunities to work productively with teachers from other schools | | | | 22 |
| | Included enough time to think carefully about, try, and evaluate new ideas | | | | 65 |
| | Been sustained and coherently focused, rather than short-term and unrelated | | | | 79 |
| | Included opportunities to work productively with colleagues in my school | | | | 83 |
| | Been closely connected to my school's improvement plan | | | | 82 |

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| | | 12_13 | 13_14 | 14_15 | |
| | Year | | | | |
| School Commitment | | 36 | 39 | 53 | |

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| I wouldn't want to work in any other school | 79 |
| I would recommend this school to parents seeking a place for their child | 96 |
| I usually look forward to each working day at this school | 98 |
| I feel loyal to this school | 96 |

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|---------------------------------|---|-----------|-----------|-----------|-----------|
| | | 12_13 | 13_14 | 14_15 | |
| | Year | | | | |
| Teacher to Teacher Trust | | 55 | 43 | 51 | |
| | Teachers in this school trust each other | | | | 83 |
| | It's OK in this school to discuss feelings, worries, and frustrations with other teachers | | | | 89 |
| | Teachers respect other teachers who take the lead in school improvement efforts | | | | 88 |
| | Teachers at this school respect those colleagues who are experts at their craft | | | | 90 |
| | Teachers feel respected by other teachers | | | | 93 |

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|--------------------------------|---|-----------|-----------|-------|-----------|
| | | 12_13 | 13_14 | 14_15 | |
| | Year | | | | |
| Teacher to Parent Trust | | 65 | 48 | | |
| | Parents do their best to help their children learn | | | | 84 |
| | Teachers feel good about parent's support for their work | | | | 67 |
| | Parents support teachers teaching efforts | | | | 90 |
| | Teachers and parents think of each other as partners in educating children | | | | 93 |
| | Staff at this school work hard to build trusting relationships with parents | | | | 98 |
| | Teachers feel respected by parent of the students | | | | 95 |

| Category | Sub-Category | Score | | | Most/All |
|-------------------------------------|---|-----------|-----------|-----------|----------|
| | | 12_13 | 13_14 | 14_15 | |
| | Year | | | | |
| Parent Involvement in School | | 74 | 60 | 75 | |
| | Volunteered time to support the school (e.g., volunteer in classrooms, help with school wide events, etc) | | | | 25 |

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| Contacted me about their child's performance | 28 |
| Respond to my suggestions for helping their child | 59 |
| Attended a parent-teacher conference when you requested them | 93 |

| Category | Sub-Category | Score | | |
|----------------------|--|-------|-------|-------|
| | | 12_13 | 13_14 | 14_15 |
| Teacher-Parent Trust | | 74 | 60 | 75 |
| | Involves parents in commenting on school curricula | | | 60 |
| | Develops formal networks to link all families with each other (For example: sharing parent directories, providing a website for parents to connect with one another, etc.) | | | 72 |
| | Encourages more-involved parents to reach out to less-involved parents | | | 50 |
| | Involves parents in the development of programs aimed at improving student's academic outcomes | | | 68 |
| | Includes parent leaders from all backgrounds in school improvement efforts | | | 74 |