School Leadership

	Harris						
	2011	2012	2013	2014	2015	2016	ñ 2016
The faculty and leadership have a shared vision.	74%	78%	85%	87%	94%		
Teachers feel comfortable raising issues and concerns that are important to them.	61%	60%	76%	78%	88%		
The school leadership consistently supports teachers.	65%	63%	79%	77%	96%		
Teachers are held to high professional standards for delivering instruction.	83%	89%	92%	96%	94%		
The school leadership facilitates using data to improve student learning.	92%	91%	98%	98%	100%		
Teacher performance is assessed objectively.	73%	74%	88%	95%	92%		
Teachers receive feedback that can help them improve teaching.	63%	83%	88%	85%	94%		
The procedures for teacher evaluation are consistent.	78%	73%	87%	91%	90%		
The faculty are recognized for accomplishments.	83%	75%	83%	80%	92%		
There is an atmosphere of trust and mutual respect.+	60%	62%	82%	73%	88%		
School leadership effectively communicates policy.+	78%	70%	90%	75%	83%		
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	67%	85%	92%		
My principal clearly defines expectations for our school.	*	*	94%	87%	100%		
My principal provides constructive feedback to teachers toward improving their performance.	*	*	77%	88%	98%		
My principal has a clearly defined mission and vision for my school.	*	*	81%	84%	98%		
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	92%	89%	96%		
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	76%	92%	96%		

My principal models social and emotional
competence in the way that he/she(prsh)TjT*00035j7hateal 08 scm6(hl00035j/TT6 1 Tf10.9842 0 0 10.9842 484.26 65.4(o)-3.8(mpetence)3 TD6

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	Harris
	2013
	86%
	92%
	82%
	82%
	88%
	83%
	91%
	94%
	92%
*	94%

Achievement Press

	Harris			ALL EL
	2011	2012	2013	2016
The school sets high standards for academic performance.	95%			
Teachers in this school believe that their students have the ability to achieve academically.	93%			
Parents exert pressure to maintain high standards.	39%			

2011

Instructional Practice and Support

	Harris						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers in this school use assessment data to inform their instruction.	96%	100%	98%	100%	98%	98%	98%
Teachers work in professional learning communities to develop and align instructional practices.	84%	96%	92%	89%	92%	89%	95%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	88%	96%	86%	79%	90%	93%	93%
Teachers are encouraged to try new things to improve instruction.	84%	94%	90%	80%	96%	93%	95%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	61%	61%	63%	47%	88%	88%	83%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	82%	64%	73%	53%	83%	80%	86%
I have detailed knowledge of the content covered and instructional methods used by other teachers at this school.	*	*	*	*	*	84%	82%

*This item was not asked.

Community Support and Engagement

	Harris						ALL EL
	2011	2012	2013	2014	2015	2016	2016
	37%	41%	52%	29%	50%	66%	
	64%	67%	85%	61%	73%	90%	
	64%	73%	83%	64%	83%	84%	
	63%	65%	78%	54%	85%	80%	
	88%	86%	93%	82%	88%	86%	
	74%	63%	83%	69%	83%	85%	
	65%	56%	69%	59%	71%	79%	
	71%	65%	84%	75%	83%	86%	
	80%	74%	85%	68%	82%	89%	