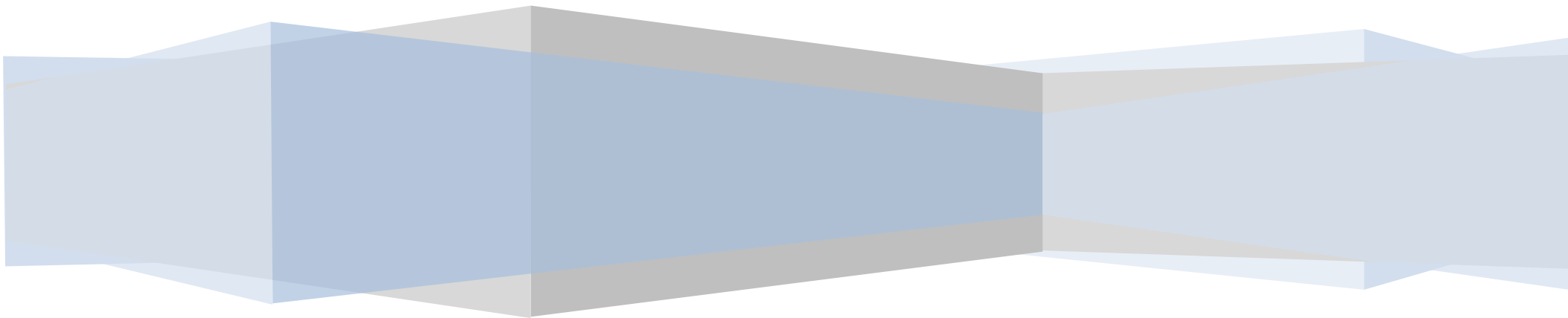


El Paso Independent School District
Research, Evaluation, Planning, and Accountability Department

Effective Schools Survey

School Year 2010-2011



EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

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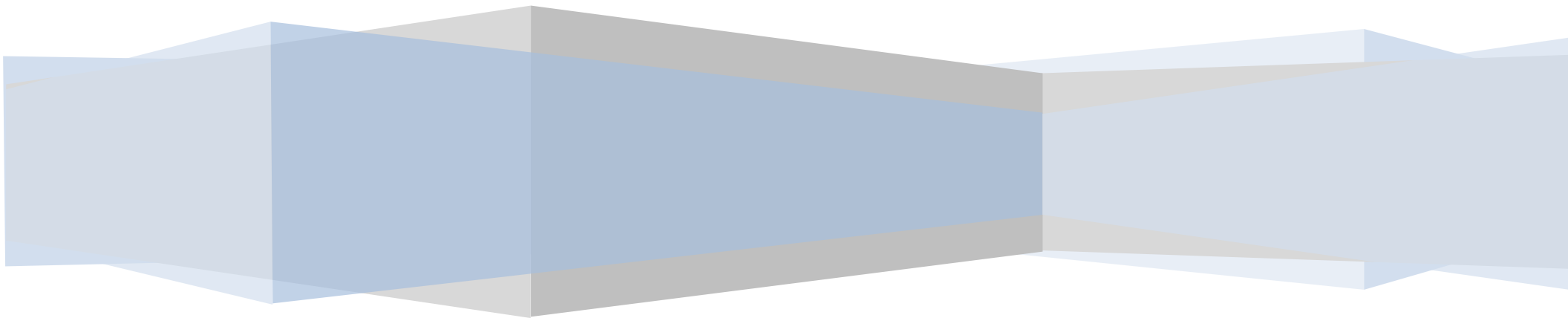
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Introduction to Effective Schools Surveys



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Introduction to Effective Schools Surveys

Purpose of the Effective Schools Surveys

The purpose of the Effective Schools Survey is to assist campuses as part of a comprehensive needs assessment for campus planning. The information collected is being provided to the Campus Improvement Team on each campus in order that goals and objectives can be developed to improve the academic performance of students. The information is also being provided to the District Educational Improvement Council (DEIC) as part of its comprehensive needs assessment for district planning. Research, Evaluation, Planning and Accountability (REP&A) launched the Effective School Surveys in April 2011, and concluded in June 2011. Parents, students, and professionals were asked to respond to a series of questions that focused on the Effective School Correlates. The REP&A department encouraged all respondents to "go green" by taking the survey online. If they requested, respondents were provided paper copies of the survey. The survey data was collected and analyzed and the results were compiled for the district and disaggregated by campus. Campuses with fewer than 30 respondents were not compiled individually because of the potential for erroneous results due to a small response size. The results were then separated into several characteristics of effective schools for easier interpretation of performance in each of the characteristics.

Planning and Participants in the 2011 Effective Schools Survey

This is REP&A's fifth year of administering the "Effective Schools Surveys". The Effective Schools Surveys was developed to collect community members (professional, student, and parent) perceptions in specific areas (Clear and Shared Focus, Effective School Leadership, High Standards and Expectations, Supportive Learning Environment, High Levels of Community and Parent Involvement, and Resources and Technology) relating to the El Paso Independent School District (EPISD). Four variations of the Effective Schools Surveys were developed to address the needs of the targeted populations. Though each survey addressed specific community member's needs, each had similar questions that were shared among all of those who responded.

The campus staff (Assistant Principals, Counselors, Nurses, Teachers, Librarians, Coaches, and At-Risk Counselors) were encouraged to provide their responses to questions in the Professional Effective School Survey. A total of 5,008 email memos were sent on-line providing administrators instructions on how and where to attain the on-line survey. The on-line survey was activated on April 11, 2011 and inactivated the last day of school June 3, 2011. There were a total of 1,084 respondents which resulted in a 22% return response rate.

Student distribution varied depending on the education level (elementary, middle, or high) of the student population. The on-line survey for all levels was activated on April 11, 2011 and inactivated the last day of school June 3, 2011.

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A Total of 225 fifth grade elementary teachers received an email asking their support by scheduling computer lab time at their campus so that their students could participate in taking the Effective School Survey for Elementary School Students. An estimated 4,618 fifth grade students could have potentially responded to the on-line survey. Based on this estimation, a total of 989 responded to the survey which resulted in a 21% return response rate.

A total of 17 middle school technology teachers received an email requesting their assistance in scheduling computer time for their technology students to participate in taking the Effective School Survey for Middle School Students. An estimated 2,321 middle school technology students could have potentially responded to the on-line survey. Based on this estimation, a total of 1,107 responded to the survey which resulted in a 48% return response rate.

A total of 169 high school English teachers received an email requesting their assistance in scheduling computer lab time for their high school English students to participated in taking the Effective School Survey for High School Students. An estimated 8,750 high school English students could have potentially responded to the online survey. Based on this estimation, a total of 2,220 responded to the survey which resulted in a 26% return response rate.

The Effective Schools Survey results is a compilation of responses from parents, students, and staff. A total of 8,601 responses were gathered to provide for the Effective School Surveys 2011 results. All responses were included in the District report regardless of campus participation rate. The 2011 Survey Participation table displays a breakdown by response group with a third of the responses completed by parents.

2011 Survey Participation		
Response Group	Total Responses	Category Percentage
Elementary Students	989	11.5%
Middle School Students	1107	12.9%
High School Students	2220	25.8%
Parents	3201	37.2%
Professionals	1084	12.6%
Total	8601	100.0%

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Effective Schools Survey 2011
Introduction to Effective Schools Surveys

Research, Evaluation, Accountability, and Planning has added a new section to the Effective School Surveys 2011 Report called the Summary of Correlates by Response Group section. The Summary of Correlates by Response Group will include a breakdown of the positive responses for each correlate. This analysis will provide district and campus administrators with a summative view of the correlates and depicts the overall responses by groups. The report also includes the traditional table and charts by individualize response group. Responses were categorized as positive, negative, and neutral. The response rating scale of 50% or less is considered a low/negative rate of response, 51% to less than 80% is consider an average/normal rate of response, and 80% and higher is considered a high/positive response rate.

Evolution of the Effective Schools Concept

Effective School research was launched in July 1966 where the primary focus was to challenge the Equal Educational Opportunity finding that schools made little difference when educating minorities and poor children in America (Coleman, 1966). Since then, the Effective School research has gone through several evolutions. In the book, *What Effective Schools Do*, Mr. Lezotte and Ms. McKee Snyder describe the five phases of Effective School research [2011, pp. 22-27] and how each phase contributed to the identification of factors that contributed to the success of an effective school.

Phase 1, the *Identification Phase*, provided researchers the ability to compare similarities between campuses that were considered effective campuses. Identification became achievable once states developed and administered standardized tests. Phase 2, the *Descriptive Phase*, focused on what schools implemented that made them effective especially when educating poor and minority students. Phase 3, the *Prescriptive Phase*, contributed to the development of the Effective School Correlates. In Phase 4, the *School District Phase*, Effective School Correlates were used to assist campuses with addressing their needs. In Phase 5, No Child Left Behind legislation provided Effective School researchers with the ability to provide outcomes that are aligned with accountability systems, campus and district needs.

Monitoring Student Progress (Elementary Students only)

The Monitoring Student Progress Correlate resembles the Frequent Monitoring of Student Progress Correlate mentioned by Mr. Lezotte and Ms. McKee Snyder. The primary emphasis of this correlate is to use assessment information (summative and formative) as the basis for changing the instruction game plan. The more frequently student progress is monitored and instruction is adjusted accordingly, the more quickly the school will achieve its learning-for-all mission [2011, *What Effective Schools Do*, pp.91-92].

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Introduction to Effective Schools Surveys

Clear and Shared Focus/Quality Instructional Practices

The Clear and Shared Focus/Quality Instructional Practices Correlate shares similarities with the Clear and Focused Mission Correlate. Mr. Lezotte and Ms. McKee Snyder state that effective schools use the mission as a guide for every policy, program, and practice that is adopted and implemented. Schools use the mission to create a culture of learning, one that encourages students and staff and motivates them to accomplish more than they ever dreamed possible. Effective leaders use the mission to inspire the followers to action and to focus relentlessly on student learning and achievement. Effective schools not only have a clear and focused mission, they live that mission on a daily basis [2011, What Effective Schools Do, p.74].

High Standards and Expectations/ High Academic Expectations

The High Standards and Expectation Correlate shares characteristics with the High Expectation for Success Correlate. Mr. Lezotte and Ms. McKee Snyder define High Expectation for Success as an individual and institutional mindset [2011, What Effective Schools Do, p. 11]. There are two critical elements. The first element focuses on the staff's beliefs about students' ability to succeed: The staff believes that all students can and will obtain mastery of the intended curriculum. The second element addresses the staff's sense of efficacy which is the belief that one can successfully achieve what one is being asked to do [2011, What Effective Schools Do, p.40].

Effective School Leadership/Strong Administrator Leadership

The Effective School Leadership Correlate shares characteristics with the Strong Instructional Leadership Correlate. Mr. Lezotte and Ms. McKee Snyder state that the school principal, as the instructional leader, has an especially important obligation to create a shared understanding and commitment to the mission. Leaders in effective schools depend on proactive, interactive, and reactive strategies to ensure the mission remains the center of attention [2011, What Effective Schools Do, p.51].

Resources and Technology

Though there is no correlate for Resources and Technology, elements of this correlate came from the Opportunity to Learn/Time on Task Correlate discussed in the book, *What Effective Schools* (Lawrence W. Lezotte and Kathleen McKee Snyder.) The authors state that if students have access and opportunity to use online technology there is an increase in time on tasks (pp. 78-79). Time on task is the ability for teachers to manage instructional time to ensure that, for a high percentage of the time, students are actively engaged in teacher-directed learning activities focused on the essential skills. Students tend to learn the things on which they spend time (p. 75).

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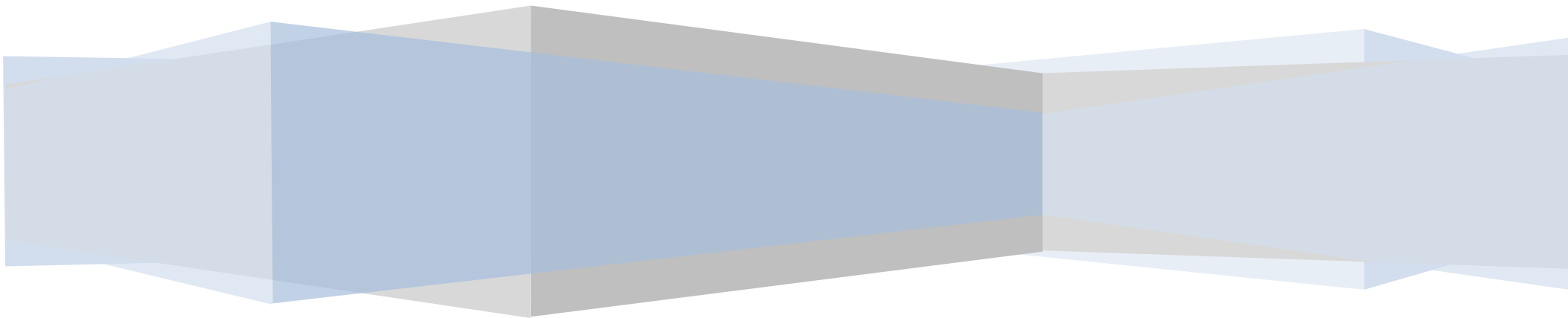
Supportive Learning Environment/School Climate

The Supportive Learning Environment shares similarities with the Safe and Orderly Environment correlate mentioned in the book, *What Effective Schools* (Lawrence W. Lezotte and Kathleen McKee Snyder). In the effective school, an orderly, purposeful, and businesslike atmosphere exists free from the threat of physical and emotional harm. The school culture and climate are conducive to teaching and learning (p. 101).

High Levels of Community & Parent Involvement

The High Levels of Community and Parent Involvement shares characteristics with the Positive Home-School Relations correlate mentioned in the book, *What Effective Schools* (Lawrence W. Lezotte and Kathleen McKee Snyder). In an effective school, parents and other members of the community are familiar with the school's mission, and the leadership provides a variety of opportunities for them to support the mission (p. 115). In many ways this correlate is similar to the Clear and Shared Focus/Quality Instructional Practices Correlate. The two correlates are extensions of each other but focus mainly on community and parent accessibility to EPISD.

Summary of Correlates by Respondent Group



EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Summary of Correlates by Respondent Group

Effective School Leadership/Strong Administrator Leadership

The Effective School Leadership/Strong Administrator Leadership Correlate centers around one of El Paso Independent School District's (EPISD) core values '*in building leadership to serve the community.*' The correlate focuses on the ability of administration and staff to work well together, with the aim of campus administration to promote a team atmosphere for parents, students and staff. The administrator leadership is shared by the principal, administrative team and instructional staff.

The Effective School Leadership/Strong Administrator Leadership graph (Figure 1) displays positive responses by students (Middle and High School students), parents and professionals. Elementary students strongly feel (90%) that their campus leadership promotes a supportive environment. Overall Professionals felt that, as a whole, campus leadership provided a supportive leadership (79.5%).

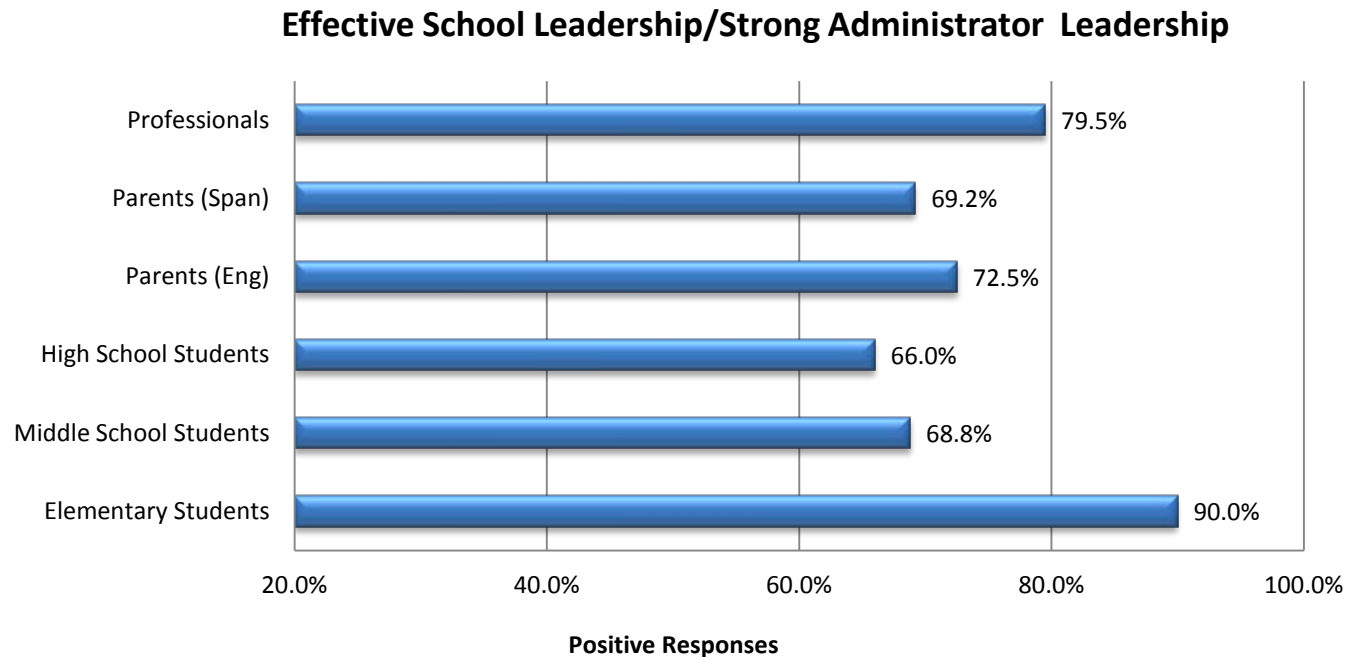


Figure 1

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Summary of Correlates by Respondent Group

Supportive Learning Environment/School Climate

The focus of a Supportive Learning Environment/School Climate is to ensure that students, parents, and staff are provided a safe and orderly environment. Campuses practice cooperative team learning for staff and students. One of EPISD's core values, 'In safe, high quality learning environments', centers around their Safe and Drug-Free Schools and Communities (SDFSC) Program which brings awareness and training to students and staff when confronted with violence. The Supportive Learning Environment/School Climate graph (Figure 2) presents the positive responses of the District's students, parents, and staff. The majority (94.3%) of the elementary students feel their campus is safe and orderly. Middle schools students had the lowest (68.9) response rate of all the respondents for this correlate. Overall, professionals feel their campus is a safe place to work.

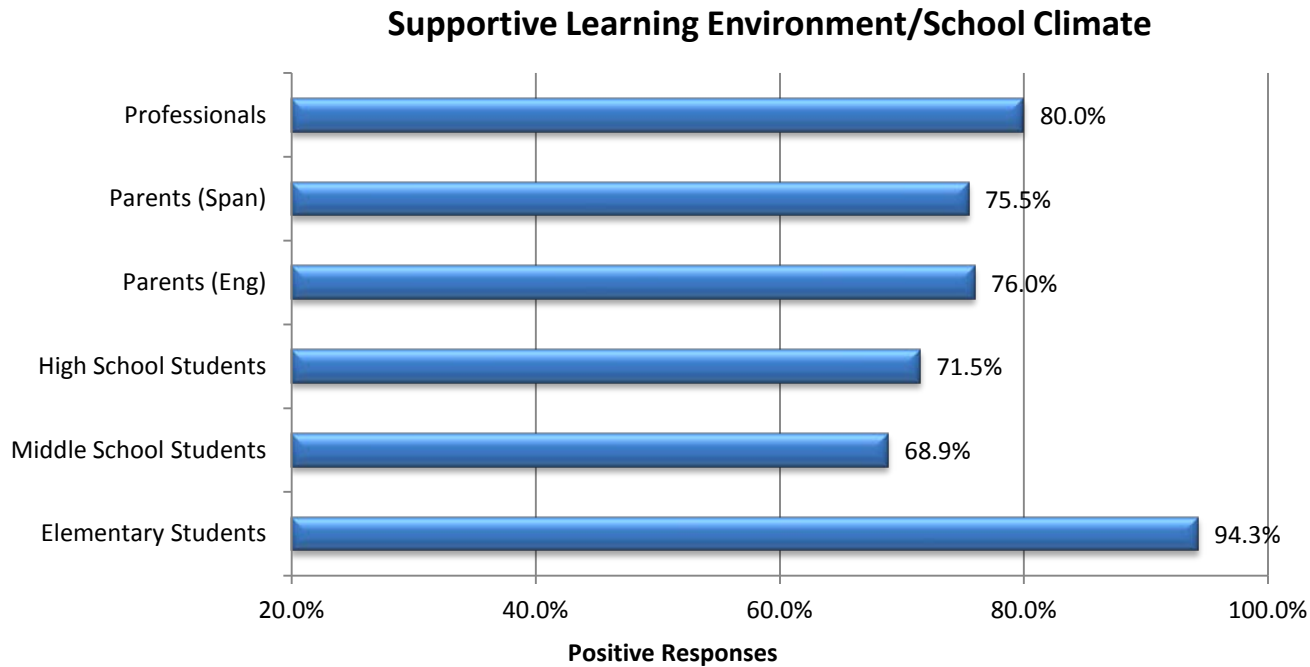


Figure 2

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Summary of Correlates by Respondent Group

Clear and Shared Focus/Quality Instructional Practices

EPISD's Mission Statement, Vision Statement, and Core Values provides parents, students and staff directive on the goals and objectives of the District. The statements and core values are accessible to the community through the Mission and Goals link on the District's webpage. The Clear and Shared Focus/Quality Instructional Practices graph (Figure 3) displays the positive responses of parents, students and staff. Overall, EPISD's community is aware of and understands the mission and goals of the District.

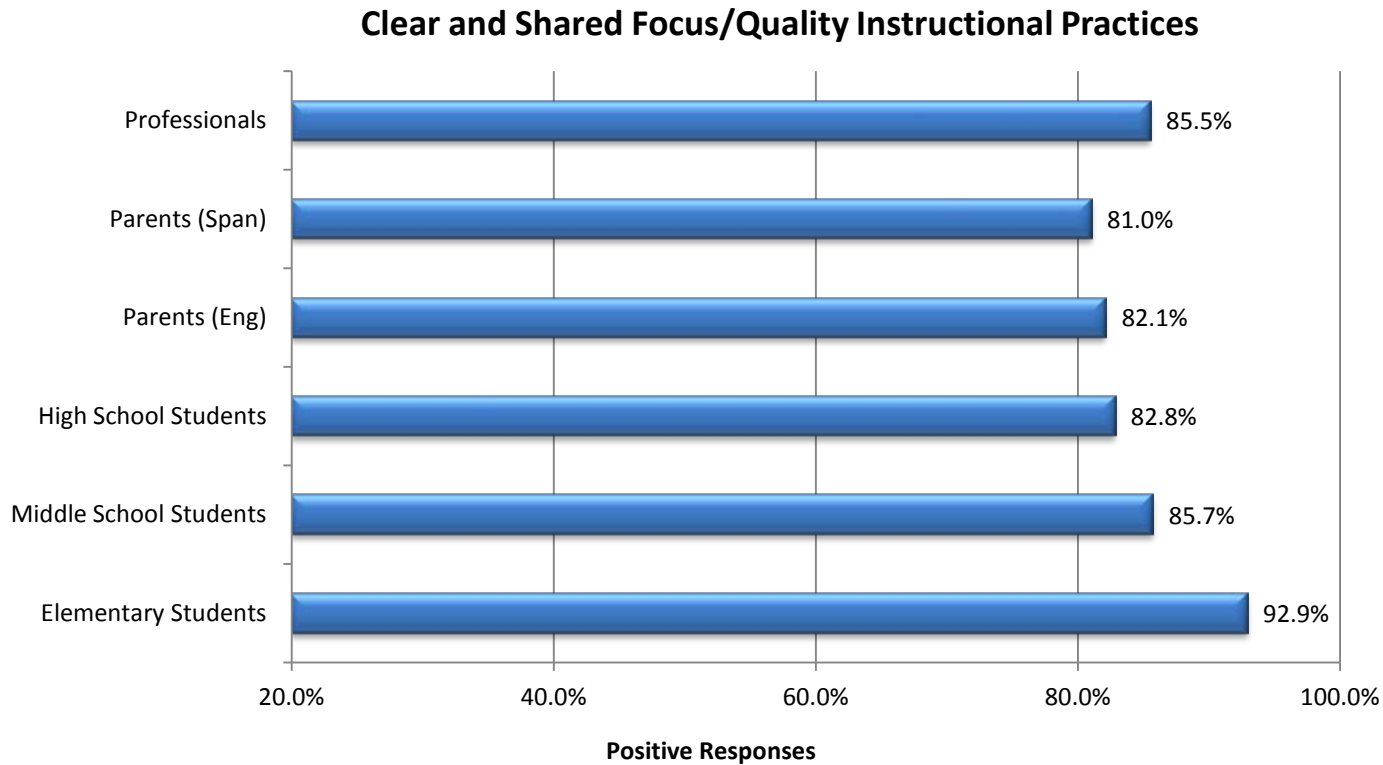


Figure 3

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Summary of Correlates by Respondent Group

High Standards and Expectations/ High Academic Expectations

High Standards and Expectations/High Academic Expectations Correlate covers various EPISD core values and goals. EPISD recruits and retains the best staff in order to provide quality instructions to students and staff. Students believe that their teachers are supportive and provide all students with the best education in order to succeed in life. The High Standards and Expectations graph (Figure 4) displays the positive responses of parents, students and professionals. Elementary students responded with 97.5% for the High Standards and Expectations/High Academic Expectations Correlate. They believe their teachers are supportive and provide them a good education. Professionals also felt (90.6%) they provided the best possible service for their students and supported fellow workers. Middle and high school students think (78.6% and 76.7%, respectively) teachers provide them an adequate education. Parents also feel that EPISD provides a sufficient education for their children.

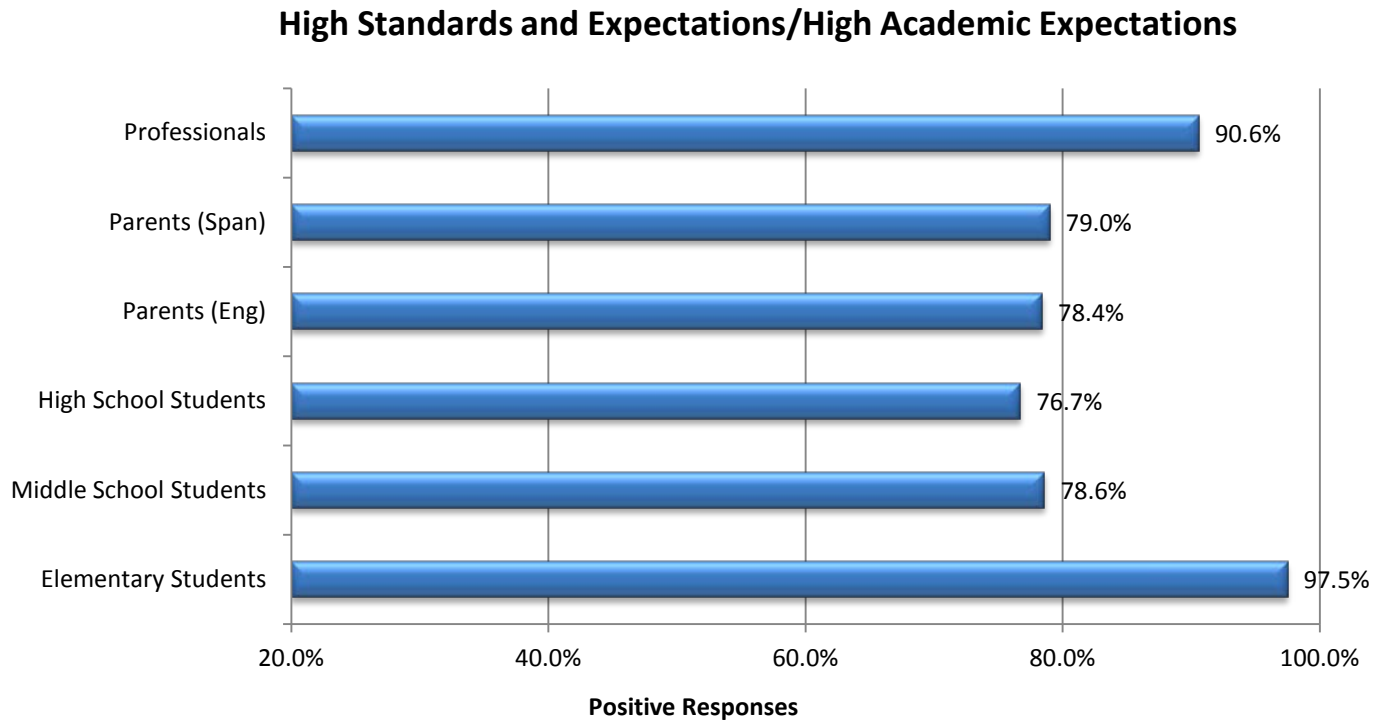


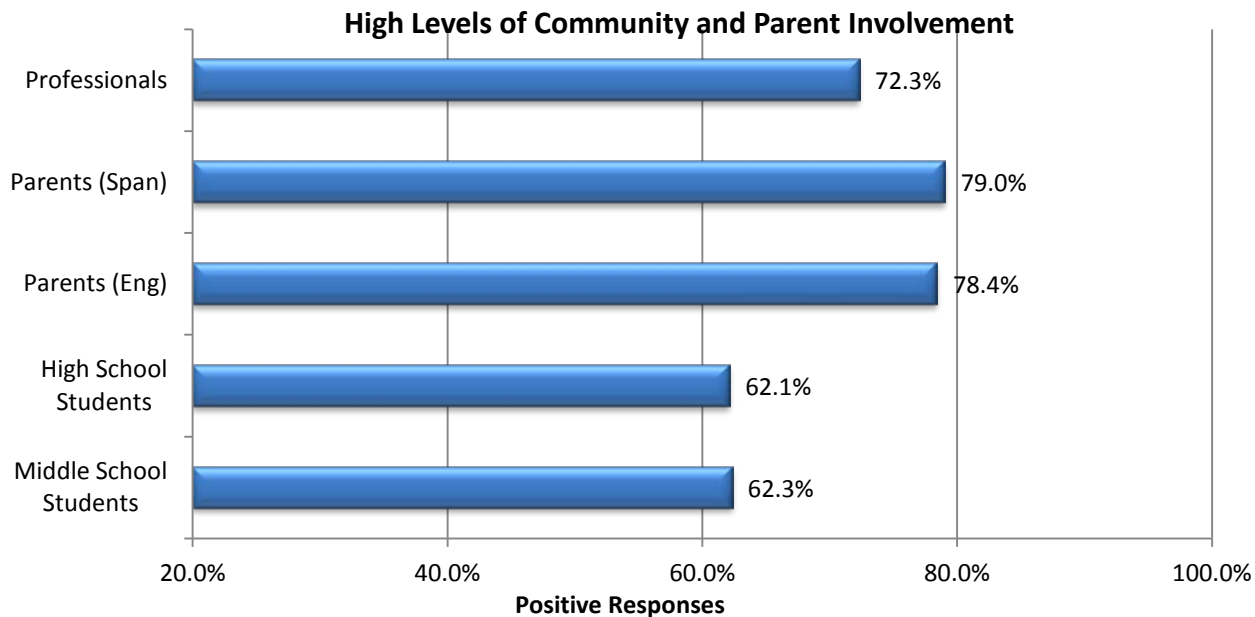
Figure 4

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Summary of Correlates by Respondent Group

High Levels of Community and Parent Involvement

Goal six of the Superintendent's goals is for EPISD to 'Sustain ...advocacy and engagement by nurturing a student-centered organization culture at the District and campus levels.' The objective of this goal is to increase involvement in Volunteers in Public Schools and Partners in Education. The High Levels of Community and Parent Involvement Correlate focuses mainly on how accessible campuses are to parents and indicates how involved parents and the community are in school activities/programs.

The High Levels of Community and Parent Involvement table (Figure 5) displays the positive responses by middle and high school students, parents, and professionals. Overall, each respondent group believes the district does encourage the community and parents to participate in campus activities and district decisions. Professionals agree (72.3%) they inform parents about their child's academic performance. This is reciprocated by both English and Spanish speaking parents (78.4% and 79%, respectively). Secondary students had the lowest response rate (62%) of all the respondent groups to this correlate.



EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

Figure 5

Summary of Correlates by Respondent Group

Resources and Technology

Goal G of the EPISD's Five Year Strategic Plan 2009-2014 states 'We will transform education in the EPISD through an innovative and aggressive implementation of instructional technology.' The *Districts Strategic Action Plan For Technology in Education 2008-2011* features six technology goals that supports the vision of the District. The Resources and Technology Correlate's primary focus is providing students accessibility to resources and technology to accomplish schoolwork either through their school library, campus classrooms, or from home. This correlate also reviews staff accessibility to technology resources and the ability to integrate technology into their lesson plans. The district is responsible for providing the necessary support and training to their staff so that technology integration is successful.

The Resources and Technology table (Figure 6) displays the positive responses by students and professionals. Overall, students feel they have sufficient access (average of all three groups is 73.4%) to computers and internet access at their campus. Professionals strongly agree (83.4%) that they are provided the necessary technology to perform their duties and provide curriculum integration into their lesson plans.

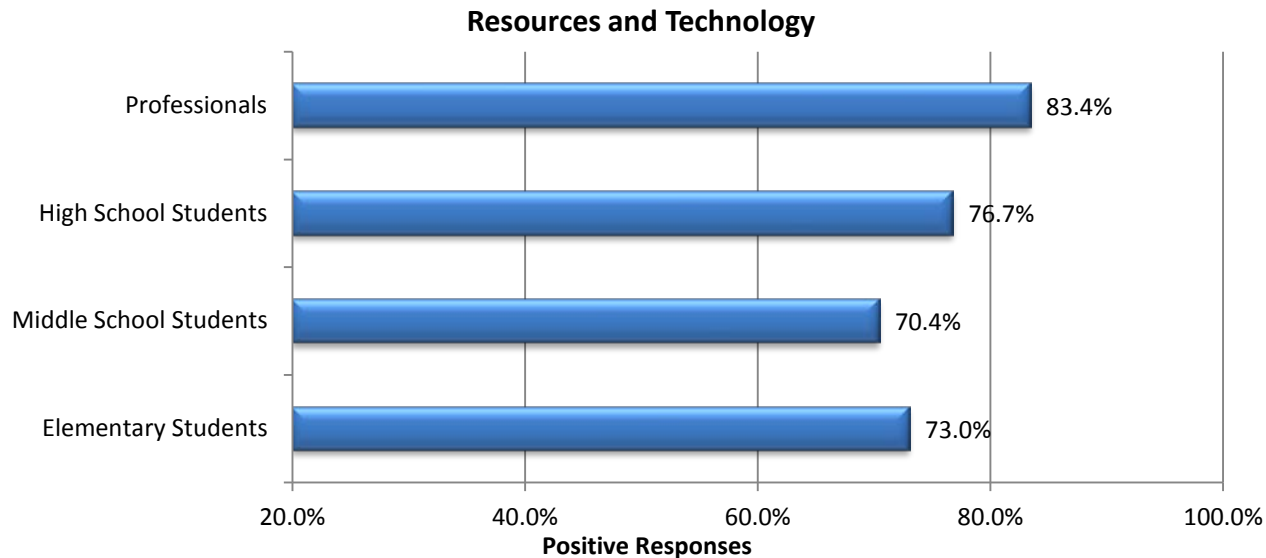
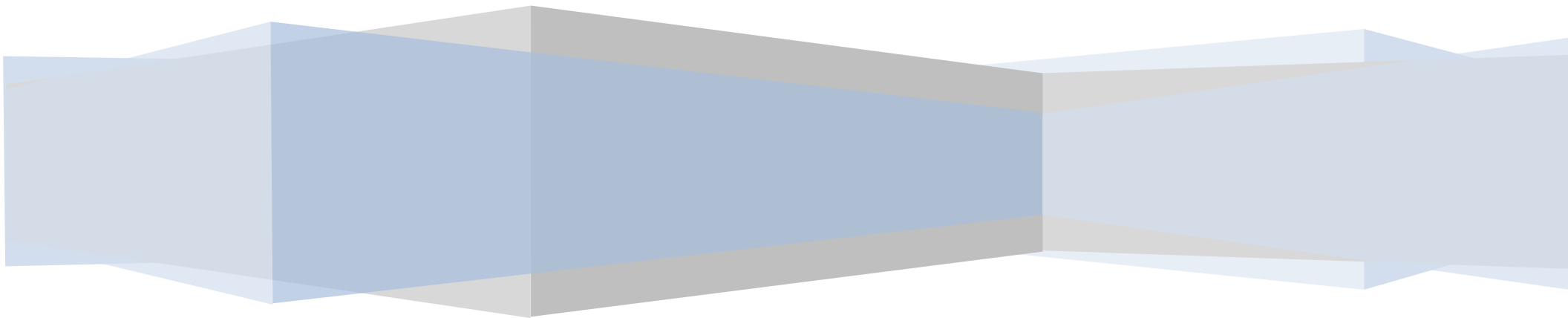


Figure 6

Effective Schools Survey

Elementary School Students



EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Highlights of Effective Schools Survey - Elementary Students

Summary of Correlates (Table 2 and Figure 2-A)

- There was a total of 989 elementary students who participated in taking the survey.
- A total of 25 questions were incorporated into Effective Schools Survey for elementary school students.
- The greatest number of campus participants includes the following; Alta Vista Elementary School (61), Bond Elementary School (112), Colin Powell Elementary School (65), Kohlberg Elementary School (89), Moye Elementary School (73), Newman Elementary School (65), and Polk Elementary School (95).

Monitoring Student Progress Correlate - total of 4 questions (Table 2.1)

- Almost every elementary student (82.6%) stated their teachers provide them verbal support on their progress and felt comfortable with their assigned homework.
- Elementary students, as a whole (71.2%), believe their teachers inform their parents on how well they are doing in school.
- Responses to all the questions in this correlate received a positive response rate of 80% or higher with the exception of question number two '*My teachers tell my parents how well I am doing*' (71.2%).

Quality Instructional Practices Correlate - total of 4 questions (Table 2.2)

- Almost every elementary student (92.9%) agrees they are properly prepared for all tests, teachers care about their learning, and are provided with the necessary tools to help them learn.
- Almost the entire group of elementary respondents felt their teachers care about providing them a good education and are provided the support needed to learn (97.4% and 96.9%, respectively).
- More than 8 out of 10 elementary student (84.9%) felt that they can apply what is learned in school to their personal life.

High Academic Expectations Correlate - total of 4 questions (Table 2.3)

- Nearly every elementary student (97.5%) feels their teachers are doing a good job, they are on task with their assignments and homework, and they receive a good education.
- Positive responses dominated the High Academic Expectations Correlate for all elementary students who participated. Each question in the correlate had a positive response of 96% or higher.

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Highlights of Effective Schools Survey - Elementary Students

Resources and Technology Correlate - total of 5 questions (Table 2.4)

- Elementary students feel they receive sufficient (73%) access to technology tools (computers and internet access) at their campus and/or at home.
- A good portion of elementary students (87.3%) are aware they have access to a computer with internet access in the library.
- More than half (61.5%) of the elementary students do not have access to a computer with internet connection after school.
- Elementary students, as a whole (79%), do have access to and use of a home at computer.

Strong Administrator Leadership Correlate - total of 3 questions (Table 2.5)

- Elementary student's strongly agree (90%) that students, teachers, and administrators at their campus work well together.
- Most (82.5%) elementary students believe the student population at their campus behave well at school.

School Climate Correlate - total of 5 questions (Table 2.6)

- A large (94.3%) segment of elementary student's share the opinion that their campus is conducive to learning, is safe and orderly.
- Positive responses dominated the School Climate Correlate for all elementary students who participated. Each question in the correlate had a positive response of 90% or higher.

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Elementary School Student Response Survey

Table 2 - Elementary School Student Responses
 (N = 989)

		Count	%
MONITORING STUDENT PROGRESS (4)	Positive	3266	82.6%
	Negative	690	17.4%
QUALITY INSTRUCTIONAL PRACTICES (4)	Positive	3677	92.9%
	Negative	279	7.1%
HIGH ACADEMIC EXPECTATIONS (4)	Positive	3857	97.5%
	Negative	99	2.5%
RESOURCES AND TECHNOLOGY (5)	Positive	3611	73.0%
	Negative	1334	27.0%
STRONG ADMINISTRATOR LEADERSHIP (3)	Positive	2671	90.0%
	Negative	296	10.0%
SCHOOL CLIMATE (5)	Positive	4662	94.3%
	Negative	283	5.7%

() = Number of Questions per Correlate

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Elementary School Student Response Survey

**Elementary Positive Responses by Correlates
(N = 989)**

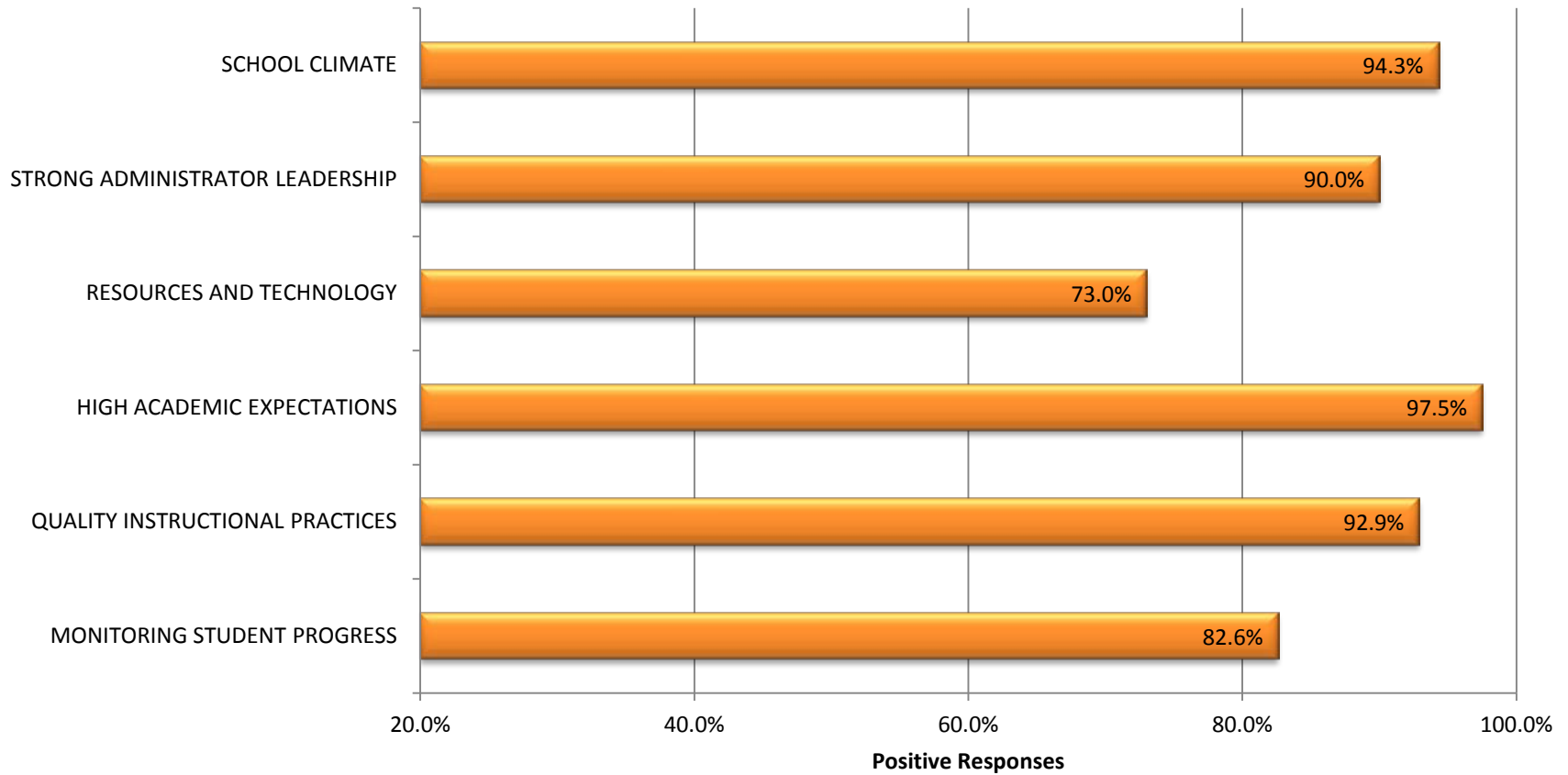


Figure 2-A Elementary Positive Responses by Correlates

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Elementary School Student Response Survey

Table 2.1 - Monitoring Student Progress (4)				
	Positive		Negative	
	Count	%	Count	%
1. My teachers tell me how well I am doing in school.	847	85.6%	142	14.4%
2. My teachers tell my parents how well I am doing.	704	71.2%	285	28.8%
3. I ask my teachers for help when I do not understand.	849	85.8%	140	14.2%
4. Homework assignments are just right.	866	87.6%	123	12.4%
Total/Average Percent of Monitoring Student Progress	3266	82.6%	690	17.4%

Table 2.2 - Quality Instructional Practices (4)				
	Positive		Negative	
	Count	%	Count	%
1. I feel like I am prepared for any tests.	916	92.6%	73	7.4%
2. I see a connection between what I am learning and everyday life.	840	84.9%	149	15.1%
3. Teachers at this school care about my learning.	963	97.4%	26	2.6%
4. This school provides me with many tools to help me learn.	958	96.9%	31	3.1%
Total/Average Percent of Quality Instructional Practices	3677	92.9%	279	7.1%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Elementary School Student Response Survey

Table 2.3 - High Academic Expectations (4)				
	Positive		Negative	
	Count	%	Count	%
1. My teachers do a good job of teaching.	973	98.4%	16	1.6%
2. I work hard on my assignments at school.	970	98.1%	19	1.9%
3. I always finish homework when it is assigned.	960	97.1%	29	2.9%
4. Overall, I feel I am receiving a good education at this school.	954	96.5%	35	3.5%
Total/Average Percent of High Academic Expectations	3857	97.5%	99	2.5%

Table 2.4 - Resources and Technology (5)				
	Positive		Negative	
	Count	%	Count	%
1. I use the library at school.	863	87.3%	126	12.7%
2. I use computers to help with my assignments.	619	62.6%	370	37.4%
3. If I need to get information from the internet, I can do so easily at my school.	740	74.8%	249	25.2%
4. I have access to a computer with internet connection after school.	608	61.5%	381	38.5%
5. I use a computer at home.	781	79.0%	208	21.0%
Total/Average Percent of Resources and Technology	3611	73.0%	1334	27.0%

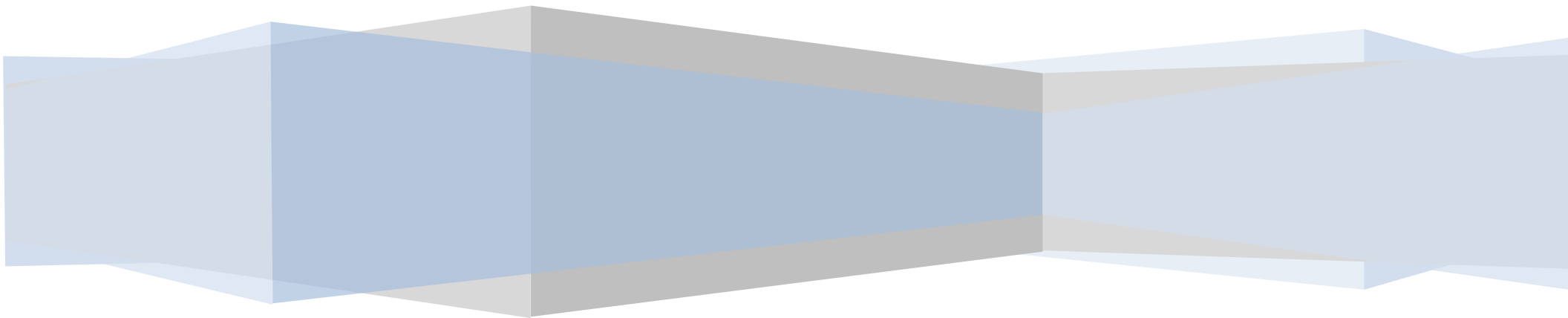
EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Elementary School Student Response Survey

Table 2.5 - Strong Administrator Leadership (3)				
	Positive		Negative	
	Count	%	Count	%
1. Teachers and administrators at this school work well together.	956	96.7%	33	3.3%
2. The school staff takes quick action when problems occur.	899	90.9%	90	9.1%
3. Most of the students behave well at my school.	816	82.5%	173	17.5%
Total/Average Percent of Strong Administrator Leadership	2671	90.0%	296	10.0%

Table 2.6 - School Climate (5)				
	Positive		Negative	
	Count	%	Count	%
1. My school is safe and orderly.	936	94.6%	53	5.4%
2. My parents feel welcome at my school.	947	95.8%	42	4.2%
3. My school is kept clean.	914	92.4%	75	7.6%
4. My school is a good place to learn.	968	97.9%	21	2.1%
5. Discipline at this school is handled fairly.	897	90.7%	92	9.3%
Total/Average Percent of School Climate	4662	94.3%	283	5.7%

Effective Schools Survey

Middle School Students



EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Highlights of Effective Schools Survey - Middle School Students

Summary of Correlates (Table 3 and Figure 3-A)

- There was a total of 1,107 middle school students who participated in taking the survey.
- A total of 60 questions were incorporated into the Effective Schools Survey for middle school students.
- The greatest number of campus participants includes the following; Brown Middle School (109), Canyon Hills Middle School (287), Charles Middle School (195), Hornedo Middle School (100), and Lincoln Middle School (315).

Clear and Shared Focus Correlate - total of 5 questions (Table 3.1)

- Most (85.7%) middle school student understands the importance of receiving an education.
- Nine out of ten (91.2%) middle school students comprehend the importance of how their studies prepare them for the future.

Effective School Leadership Correlate - total of 7 questions (Table 3.2)

- On average (68.8%), middle school students feel their campus is supportive of their needs and that teachers and campus administrators uphold high standards and promote a team atmosphere.
- A little more than half (52.2%) of the middle school students agree with how campus administrators manage their school.
- The majority (88.6%) of middle school students know who they can go to for help at their campus.

High Standards and Expectations Correlate - total of 14 questions (Table 3.3)

- Middle school students, as a whole (78.6%), state they are applying themselves to their education and their teachers provide positive support.
- Only half of middle school students find their classes interesting and feel their teachers inform them regularly as to how well they are doing in their assignments (50.9% and 58.4%, respectively).
- Almost all (90.2%) middle school students feel their classroom lessons prepare them for TAKS testing.

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Highlights of Effective Schools Survey - Middle School Students

Supportive Learning Environment Correlate - 14 questions (Table 3.4)

- On average (68.9%), middle school students believe they attend a campus that is safe and has minimum discipline problems.
- Middle school students agree students and campus staff respect each other (80.2% of students respect their teachers, 87.6% of students respect each other, and 80.5% of teachers and staff respect each other).
- Half (50%) of the middle school students believe there is not a substance abuse problem in school while the other half believes there is a problem.

High Levels of Community & Parent Involvement Correlate - total of 11 questions (Table 3.5)

- Overall (62.3%), middle school students feel their parents and the community are encouraged and informed about their child's academic progress in school, school events, and activities.
- Half (50%) of middle school students felt their parents and the community are informed and encouraged to visit and/or participate in school activities.
- More than half (55.4%) of the middle schools students feel school personnel pay attention to their opinions and concerns.

Resource and Technology - total of 9 questions (Table 3.6)

- Middle school students believe they have sufficient (70.4%) access to technology tools (computers and internet access) at their campus and/or at home.
- Though less than half of middle school students use the resources in the library most agreed the library does have the resources they need to assist them with assignments (48.1% and 77.4%, respectively).
- Almost all (89.7%) middle school students are aware that they can participate in a variety of school activities.

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Middle School Student Response Survey

Table 3 - Middle School Student Responses
 (N=1107)

		Count	%
CLEAR AND SHARED FOCUS (5)	Positive	4742	85.7%
	Negative	416	7.5%
	Neutral	377	6.8%
EFFECTIVE SCHOOL LEADERSHIP (7)	Positive	5329	68.8%
	Negative	1384	17.9%
	Neutral	1036	13.4%
HIGH STANDARDS AND EXPECTATIONS (14)	Positive	12180	78.6%
	Negative	2314	14.9%
	Neutral	1004	6.5%
SUPPORTIVE LEARNING ENVIRONMENT (14)	Positive	10676	68.9%
	Negative	3091	19.9%
	Neutral	1731	11.2%
HIGH LEVELS OF COMMUNITY & PARENT INVOLVEMENT (11)	Positive	7582	62.3%
	Negative	2562	21.0%
	Neutral	2033	16.7%
RESOURCES & TECHNOLOGY (9)	Positive	7015	70.4%
	Negative	2074	20.8%
	Neutral	874	8.8%

() = Number of Questions per Correlate

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Middle School Student Response Survey

**Middle School Student Positive Responses by Correlate
(N = 1107)**

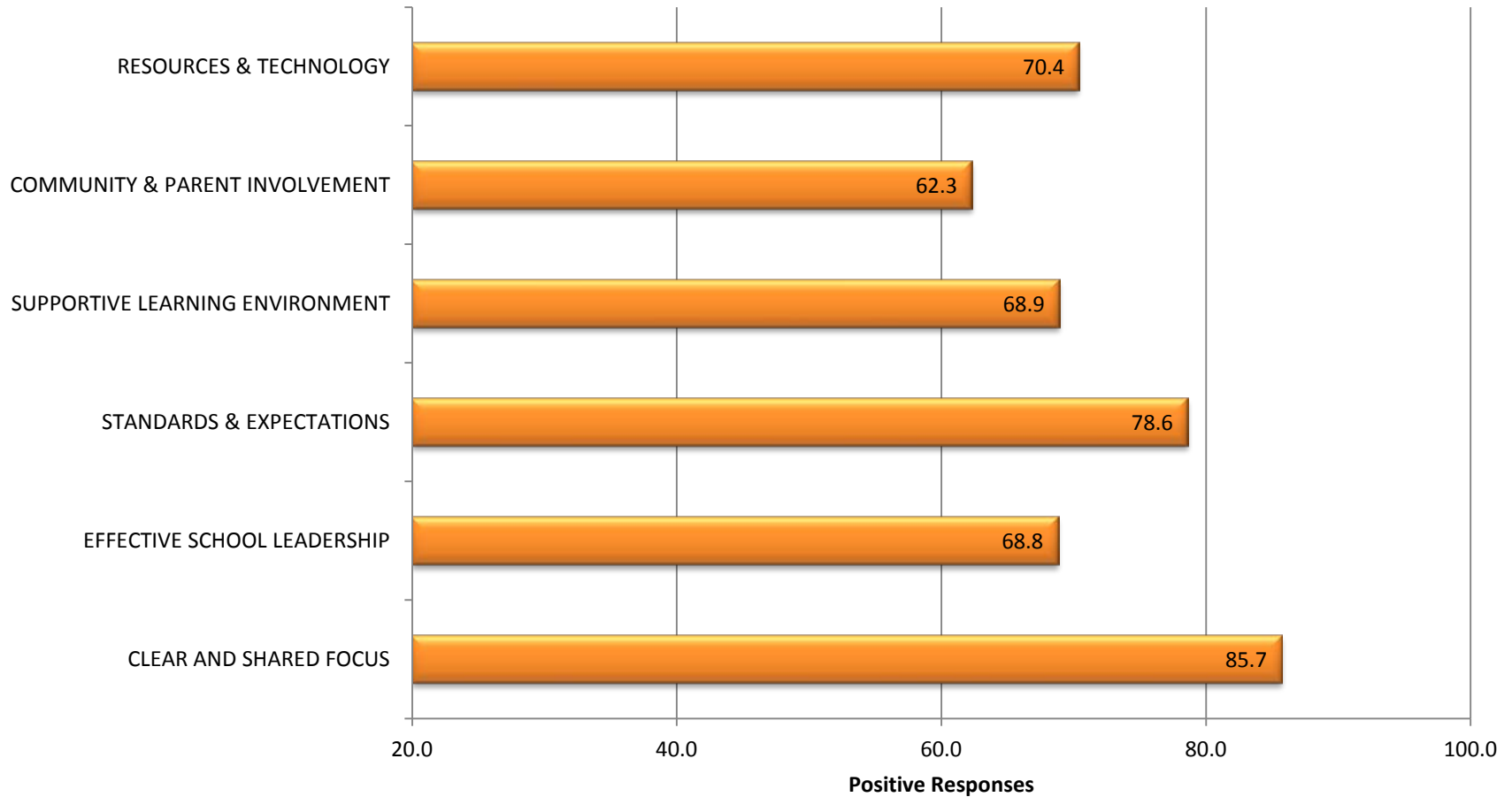


Figure 3-A Middle School Positive Responses by Correlates

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Middle School Student Response Survey

Table 3.1 - Clear and Shared Focus (5)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. My school has a clear sense of purpose and mission.	892	80.6%	81	7.3%	134	12.1%
2. I have a clear understanding of what the school is trying to achieve.	907	81.9%	115	10.4%	85	7.7%
3. I know why it is important for me to learn what is being taught.	1010	91.2%	62	5.6%	35	3.2%
4. The main focus of my school is improving student learning.	962	86.9%	73	6.6%	72	6.5%
5. I am learning skills and knowledge that prepare me for the future.	971	87.7%	85	7.7%	51	4.6%
Total/Average Percent of Clear and Shared Focus	4742	85.7%	416	7.5%	377	6.8%

Table 3.2 - Effective School Leadership (7)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. I know how to get help from an adult at school if I need it.	981	88.6%	75	6.8%	51	4.6%
2. The administration at my school is fair and honest.	762	68.8%	206	18.6%	139	12.6%
3. The principal at my school expects all faculty, staff and students to meet high standards.	952	86.0%	51	4.6%	104	9.4%
4. My campus administration promotes openness, sharing and discussion.	704	63.6%	210	19.0%	193	17.4%
5. The principal at my school creates a team atmosphere.	680	61.4%	230	20.8%	197	17.8%
6. I like the way the administration manages my school.	578	52.2%	325	29.4%	204	18.4%
7. Adults who work at my school care about all students, not just a few.	672	60.7%	287	25.9%	148	13.4%
Total/Average Percent of Effective School Leadership	5329	68.8%	1384	17.9%	1036	13.4%

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Middle School Student Response Survey

Table 3.3 - High Standards and Expectations (14)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. The lessons in my classes prepare me for the TAKS tests.	999	90.2%	58	5.2%	50	4.5%
2. School assignments challenge me to think and solve problems.	936	84.6%	116	10.5%	55	5.0%
3. My schoolwork is meaningful and prepares me for the next grade level, college or trade school.	919	83.0%	125	11.3%	63	5.7%
4. Teachers use a variety of approaches and activities to help me learn.	873	78.9%	163	14.7%	71	6.4%
5. I try hard to produce quality school work.	952	86.0%	77	7.0%	78	7.0%
6. Teachers give me extra help if I do not understand something.	861	77.8%	173	15.6%	73	6.6%
7. My teacher talks to me regularly about the quality of my school work.	646	58.4%	345	31.2%	116	10.5%
8. My grades are determined in a fair and consistent manner.	885	79.9%	134	12.1%	88	7.9%
9. Teachers at my school expect all students to work hard.	945	85.4%	120	10.8%	42	3.8%
10. Teachers at my school expect all students to succeed, no matter who they are.	905	81.8%	151	13.6%	51	4.6%
11. Some of my assignments and classwork are done in groups.	858	77.5%	190	17.2%	59	5.3%
12. My classes are usually interesting.	564	50.9%	416	37.6%	127	11.5%
13. Teachers make it clear what I am supposed to learn.	843	76.2%	188	17.0%	76	6.9%
14. Tests and quizzes are related to the material and ideas we are supposed to learn.	994	89.8%	58	5.2%	55	5.0%
Total/Average Percent of High Standards and Expectations	12180	78.6%	2314	14.9%	1004	6.5%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Middle School Student Response Survey

Table 3.4 - Supportive Learning Environment (14)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. School personnel take prompt action when problems occur.	871	78.7%	135	12.2%	101	9.1%
2. Discipline policies are handled fairly.	687	62.1%	316	28.5%	104	9.4%
3. Substance abuse is not a problem at my school.	553	50.0%	363	32.8%	191	17.3%
4. Possession of weapons at my school is not a problem.	769	69.5%	224	20.2%	114	10.3%
5. I feel safe when I am at school.	782	70.6%	198	17.9%	127	11.5%
6. The school environment makes it easy to learn.	743	67.1%	244	22.0%	120	10.8%
7. I feel free to express my ideas and opinions at school.	655	59.2%	340	30.7%	112	10.1%
8. I respect those who are different from me.	970	87.6%	68	6.1%	69	6.2%
9. The teachers and others adults in my school show respect for each other.	891	80.5%	115	10.4%	101	9.1%
10. Students at my school show school spirit and school pride.	725	65.5%	273	24.7%	109	9.8%
11. My school is clean.	657	59.3%	306	27.6%	144	13.0%
12. I like this school.	728	65.8%	241	21.8%	138	12.5%
13. My teachers care about me.	757	68.4%	172	15.5%	178	16.1%
14. I respect the teachers at my school.	888	80.2%	96	8.7%	123	11.1%
Total/Average Percent of Supportive Learning Environment	10676	68.9%	3091	19.9%	1731	11.2%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Middle School Student Response Survey

Table 3.5 - High Levels of Community & Parent Involvement (11)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. My school gets help from many community partners to support programs.	578	52.2%	202	18.2%	327	29.5%
2. My teachers make special efforts to contact my family if I am having problems learning.	736	66.5%	206	18.6%	165	14.9%
3. Teachers regularly provide information to my parents about how I am doing at school.	620	56.0%	350	31.6%	137	12.4%
4. Many parents and adults from the community come and help at our school.	579	52.3%	326	29.4%	202	18.2%
5. My parents feel welcomed at my school.	733	66.2%	146	13.2%	228	20.6%
6. Communication from my school to my family is clear and understandable.	788	71.2%	179	16.2%	140	12.6%
7. School personnel listen carefully when I express opinions and concerns.	613	55.4%	275	24.8%	219	19.8%
8. The school staff helps me understand my test(s) results.	811	73.3%	170	15.4%	126	11.4%
9. The faculty and staff encourage my parents to visit my school.	554	50.0%	349	31.5%	204	18.4%
10. The administrative staff is available to parents when needed.	720	65.0%	194	17.5%	193	17.4%
11. I get help on my school work at home from my parents/guardians or other family members.	850	76.8%	165	14.9%	92	8.3%
Total/Average Percent of Community and Parent Involvement	7582	62.3%	2562	21.0%	2033	16.7%

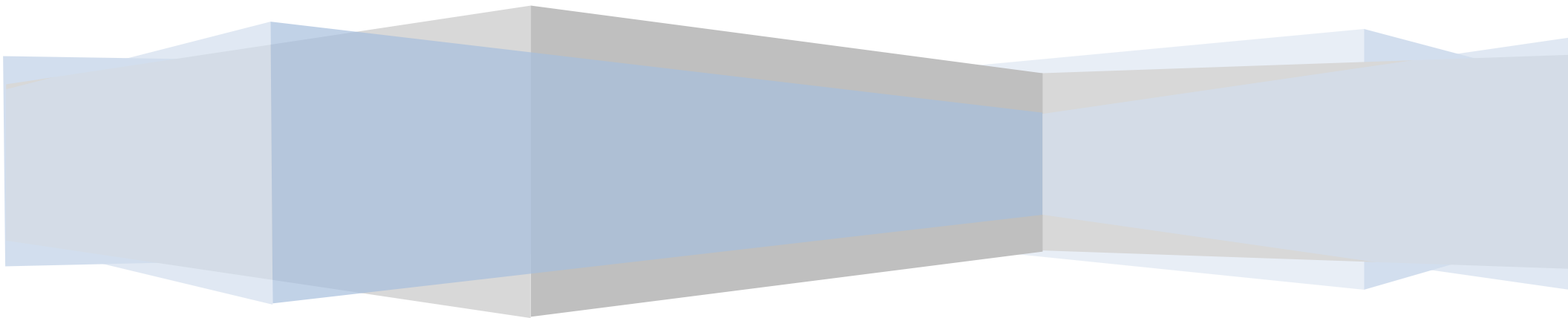
EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Middle School Student Response Survey

Table 3.6 - Resources and Technology (9)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. I have access to a variety of resources to help me be successful.	954	86.2%	98	8.9%	55	5.0%
2. The campus library is well equipped to handle the needs of all the students at this school.	857	77.4%	149	13.5%	101	9.1%
3. I have quick and easy access to the internet for instructional assistance at my school.	782	70.6%	229	20.7%	96	8.7%
4. I often use the resources in the library.	533	48.1%	477	43.1%	97	8.8%
5. I have access to computers at several locations on my campus.	755	68.2%	259	23.4%	93	8.4%
6. Computer and networking problems are taken care of quickly at my school.	644	58.2%	283	25.6%	180	16.3%
7. My teachers regularly use technology in classroom lessons and assignments.	757	68.4%	244	22.0%	106	9.6%
8. I use the computer for many school assignments.	740	66.8%	272	24.6%	95	8.6%
9. Students at my school can participate in many different school activities.	993	89.7%	63	5.7%	51	4.6%
Total/Average Percent of Resources and Technology	7015	70.4%	2074	20.8%	874	8.8%

Effective Schools Survey

High School Students



EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Highlights of Effective Schools Survey - High School Students

Summary of Correlates (Table 4 and Figure 4-A)

- There was a total of 2,220 high school students who participated in taking the survey.
- A total of 60 questions were incorporated into the Effective Schools Survey for high school students.
- The greatest number of campus participants includes the following; Bowie High School (532), Chapin High School (115), El Paso High School (150), Franklin High School (1,351), and Sunset High School (50).

Clear and Shared Focus Correlate - total of 5 questions (Table 4.1)

- Nearly all (82.8%) all high school students understand the importance of their education and agree with EPISD's purpose and mission.
- Almost all high school students responded positively to each question in the Clear and Shared Focus Correlate with an 80% or higher response rate.

Effective School Leadership Correlate - total of 7 questions (Table 4.2)

- On average (66%), high school students felt their campus is supportive of their needs and that teachers and campus administrators uphold high standards and promote a team atmosphere.
- A little over half (53.2%) of the high school students likes how campus administrators manage their school.
- The majority (83.8%) of high school students know who they can go to for help at their campus.

High Standards and Expectations Correlate - total of 14 questions (Table 4.3)

- High school students, as a whole (76.7%), state they do apply themselves toward their education and receive positive support by their teachers.
- A little more than half of the high school students find their classes interesting and feel their teachers inform them as to how well they are doing in their assignments (56.6% and 59.1%, respectively).
- Almost every high school student (83.1%) believes their lessons prepare them for TAKS testing.

Supportive Learning Environment Correlate - 14 questions (Table 4.4)

- On average (71.5%), high school students believe they attend a campus that is safe and has minimum discipline problems.
- High school students agree students and campus staff respect each other (85.4% of students respect their teachers, 88.6% of students respect each other, and 76.9% of teachers and staff respect each other).
- Less than half (45.7%) of high school students believe there is not a substance abuse problem in school while the rest (54.3%) believe there is a problem.

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Highlights of Effective School Surveys - High School Students

High Levels of Community & Parent Involvement Correlate - total of 11 questions (Table 4.5)

- Overall, 62.1% of high school students felt their parents and the community are encouraged and informed about their child's academic progress in school, school events, and activities.
- A little more than half (56.6%) felt school personnel pay attention to their opinions and concerns.

Resource and Technology Correlate - total of 9 questions (Table 4.6)

- High school students (76.7%) believe they have sufficient access to technology tools (computers and internet access) at their campus and/or at home.
- A little more than half of the high school students use the resources in the library and feel the library does have the resources they need to complete their assignments (53.7% and 80.9%, respectively).
- Almost all (86.9%) high school students are aware that they can participate in a variety of school activities.

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
High School Student Response Survey

Table 4 - High School Student Responses
 (N = 2220)

		Count	%
CLEAR & SHARED FOCUS (5)	Positive	9240	82.8%
	Negative	1169	10.5%
	Neutral	751	6.7%
EFFECTIVE SCHOOL LEADERSHIP (7)	Positive	10314	66.0%
	Negative	3396	21.7%
	Neutral	1914	12.3%
HIGH STANDARDS AND EXPECTATIONS (14)	Positive	23980	76.7%
	Negative	5288	16.9%
	Neutral	1980	6.3%
SUPPORTIVE LEARNING ENVIRONMENT (14)	Positive	22337	71.5%
	Negative	5793	18.5%
	Neutral	3118	10.0%
HIGH LEVELS OF COMMUNITY & PARENT INVOLVEMENT (11)	Positive	15257	62.1%
	Negative	5272	21.5%
	Neutral	4023	16.4%
RESOURCES & TECHNOLOGY (9)	Positive	15411	76.7%
	Negative	3008	15.0%
	Neutral	1669	8.3%

() = Number of Questions per Correlate

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
High School Student Response Survey

High School Student Responses to Correlates
(N = 2220)

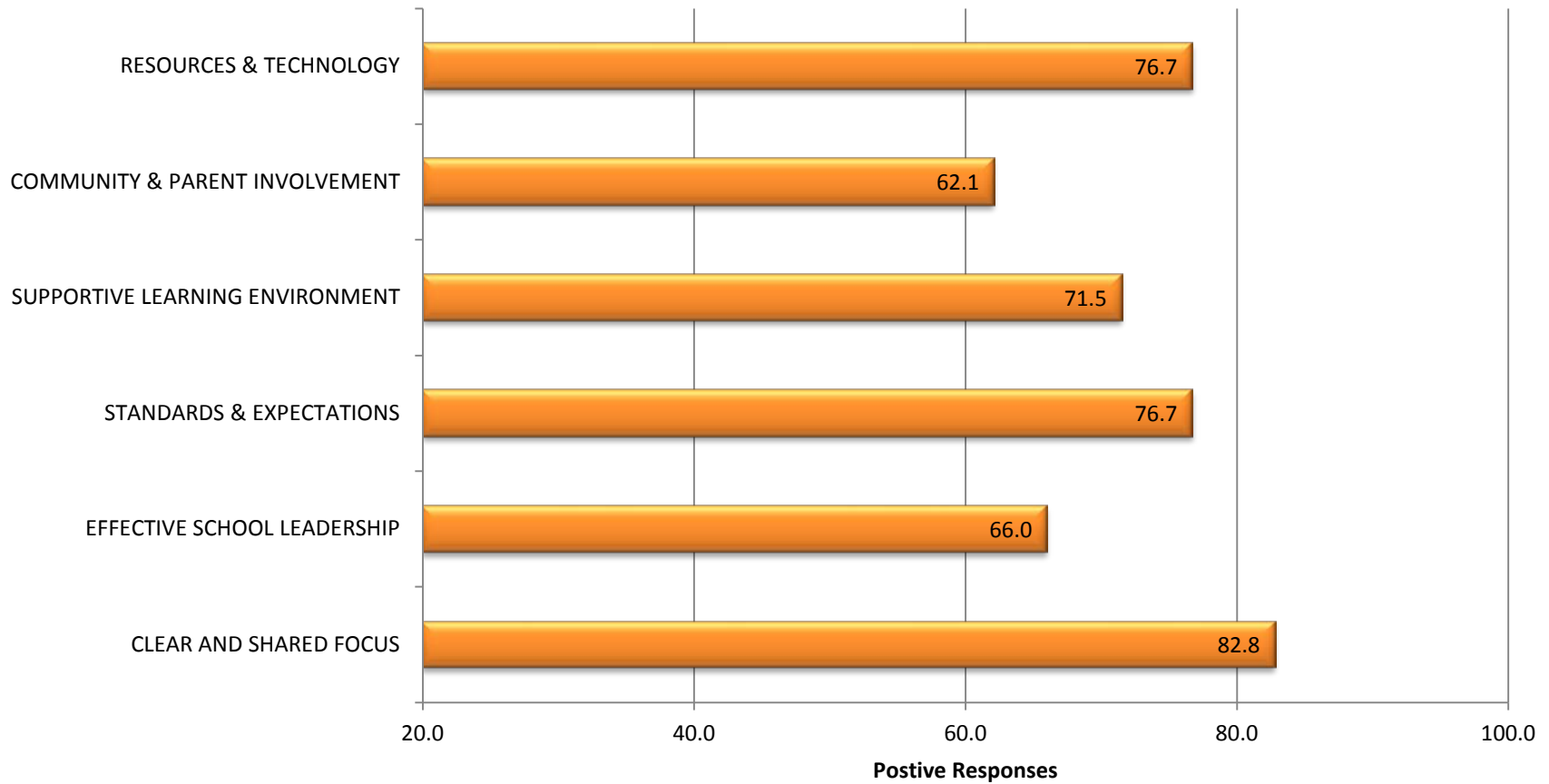


Figure 4-A High School Positive Responses by Correlates

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
High School Student Response Survey

Table 4.1 - Clear & Shared Focus (5)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. My school has a clear sense of purpose and mission.	1803	80.8%	210	9.4%	219	9.8%
2. I have a clear understanding of what the school is trying to achieve.	1788	80.1%	280	12.5%	164	7.3%
3. I know why it is important for me to learn what is being taught.	1967	88.1%	176	7.9%	89	4.0%
4. The main focus of my school is improving student learning.	1789	80.2%	271	12.1%	172	7.7%
5. I am learning skills and knowledge that prepare me for the future.	1893	84.8%	232	10.4%	107	4.8%
Total/Average Percent of Clear and Shared Focus	9240	82.8%	1169	10.5%	751	6.7%

Table 4.2 - Effective School Leadership (7)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. I know how to get help from an adult at school if I need it.	1870	83.8%	248	11.1%	114	5.1%
2. The administration at my school is fair and honest.	1431	64.1%	530	23.7%	271	12.1%
3. The principal at my school expects all faculty, staff and students to meet high standards.	1779	79.7%	244	10.9%	209	9.4%
4. My campus administration promotes openness, sharing and discussion.	1422	63.7%	524	23.5%	286	12.8%
5. The principal at my school creates a team atmosphere.	1345	60.3%	523	23.4%	364	16.3%
6. I like the way the administration manages my school.	1187	53.2%	682	30.6%	363	16.3%
7. Adults who work at my school care about all students, not just a few.	1280	57.3%	645	28.9%	307	13.8%
Total/Average Percent of Effective School Leadership	10314	66.0%	3396	21.7%	1914	12.3%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
High School Student Response Survey

Table 4.3 - High Standards and Expectations (14)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. The lessons in my classes prepare me for the TAKS tests.	1855	83.1%	252	11.3%	125	5.6%
2. School assignments challenge me to think and solve problems.	1816	81.4%	308	13.8%	108	4.8%
3. My schoolwork is meaningful and prepares me for the next grade level, college or trade school.	1774	79.5%	328	14.7%	130	5.8%
4. Teachers use a variety of approaches and activities to help me learn.	1728	77.4%	384	17.2%	120	5.4%
5. I try hard to produce quality school work.	1894	84.9%	207	9.3%	131	5.9%
6. Teachers give me extra help if I do not understand something.	1752	78.5%	345	15.5%	135	6.0%
7. My teacher talks to me regularly about the quality of my school work.	1320	59.1%	737	33.0%	175	7.8%
8. My grades are determined in a fair and consistent manner.	1734	77.7%	330	14.8%	168	7.5%
9. Teachers at my school expect all students to work hard.	1746	78.2%	353	15.8%	133	6.0%
10. Teachers at my school expect all students to succeed, no matter who they are.	1651	74.0%	421	18.9%	160	7.2%
11. Some of my assignments and classwork are done in groups.	1844	82.6%	314	14.1%	74	3.3%
12. My classes are usually interesting.	1263	56.6%	747	33.5%	222	9.9%
13. Teachers make it clear what I am supposed to learn.	1658	74.3%	393	17.6%	181	8.1%
14. Tests and quizzes are related to the material and ideas we are supposed to learn.	1945	87.1%	169	7.6%	118	5.3%
Total/Average Percent of High Standards and Expectations	23980	76.7%	5288	16.9%	1980	6.3%

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
High School Student Response Survey

Table 4.4 - Supportive Learning Environment (14)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. School personnel take prompt action when problems occur.	1688	75.6%	338	15.1%	206	9.2%
2. Discipline policies are handled fairly.	1384	62.0%	639	28.6%	209	9.4%
3. Substance abuse is not a problem at my school.	1021	45.7%	892	40.0%	319	14.3%
4. Possession of weapons at my school is not a problem.	1558	69.8%	421	18.9%	253	11.3%
5. I feel safe when I am at school.	1691	75.8%	292	13.1%	249	11.2%
6. The school environment makes it easy to learn.	1549	69.4%	465	20.8%	218	9.8%
7. I feel free to express my ideas and opinions at school.	1468	65.8%	573	25.7%	191	8.6%
8. I respect those who are different from me.	1978	88.6%	134	6.0%	120	5.4%
9. The teachers and others adults in my school show respect for each other.	1716	76.9%	300	13.4%	216	9.7%
10. Students at my school show school spirit and school pride.	1635	73.3%	414	18.5%	183	8.2%
11. My school is clean.	1511	67.7%	510	22.8%	211	9.5%
12. I like this school.	1661	74.4%	355	15.9%	216	9.7%
13. My teachers care about me.	1571	70.4%	328	14.7%	333	14.9%
14. I respect the teachers at my school.	1906	85.4%	132	5.9%	194	8.7%
Total/Average Percent of Supportive Learning Environment	22337	71.5%	5793	18.5%	3118	10.0%

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
High School Student Response Survey

Table 4.5 - High Levels Community & Parent Involvement (11)

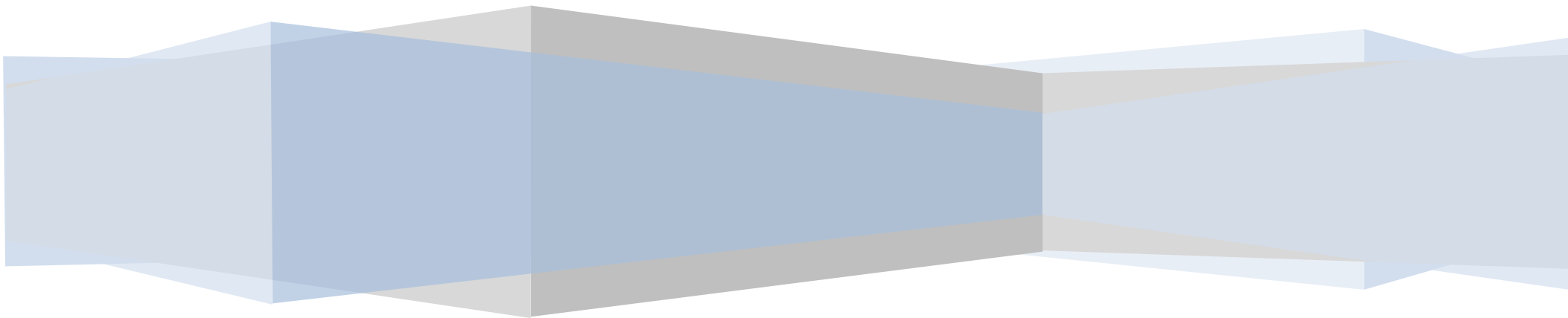
	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. My school gets help from many community partners to support programs.	1249	56.0%	397	17.8%	586	26.3%
2. My teachers make special efforts to contact my family if I am having problems learning.	1401	62.8%	480	21.5%	351	15.7%
3. Teachers regularly provide information to my parents about how I am doing at school.	1364	61.1%	605	27.1%	263	11.8%
4. Many parents and adults from the community come and help at our school.	1159	51.9%	606	27.2%	467	20.9%
5. My parents feel welcomed at my school.	1487	66.6%	298	13.4%	447	20.0%
6. Communication from my school to my family is clear and understandable.	1557	69.8%	382	17.1%	293	13.1%
7. School personnel listen carefully when I express opinions and concerns.	1264	56.6%	603	27.0%	365	16.4%
8. The school staff helps me understand my test(s) results.	1565	70.1%	394	17.7%	273	12.2%
9. The faculty and staff encourage my parents to visit my school.	1186	53.1%	655	29.3%	391	17.5%
10. The administrative staff is available to parents when needed.	1492	66.8%	395	17.7%	345	15.5%
11. I get help on my school work at home from my parents/guardians or other family members.	1533	68.7%	457	20.5%	242	10.8%
Total/Average Percent of Community & Parent Involvement	15257	62.1%	5272	21.5%	4023	16.4%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
High School Student Response Survey

Table 4.6 - Resources & Technology (9)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. I have access to a variety of resources to help me be successful.	1977	88.6%	149	6.7%	106	4.7%
2. The campus library is well equipped to handle the needs of all the students at this school.	1805	80.9%	218	9.8%	209	9.4%
3. I have quick and easy access to the internet for instructional assistance at my school.	1771	79.3%	313	14.0%	148	6.6%
4. I often use the resources in the library.	1198	53.7%	807	36.2%	227	10.2%
5. I have access to computers at several locations on my campus.	1810	81.1%	250	11.2%	172	7.7%
6. Computer and networking problems are taken care of quickly at my school.	1469	65.8%	440	19.7%	323	14.5%
7. My teachers regularly use technology in classroom lessons and assignments.	1714	76.8%	338	15.1%	180	8.1%
8. I use the computer for many school assignments.	1728	77.4%	342	15.3%	162	7.3%
9. Students at my school can participate in many different school activities.	1939	86.9%	151	6.8%	142	6.4%
Total/Average Percent of Resources & Technology	15411	76.7%	3008	15.0%	1669	8.3%

Effective Schools Survey Parents



EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Highlights of Effective Schools Survey - Parents

Summary of Correlates (Table 5 and Figure 5-A)

- There was a total of 3,080 parents who participated in taking the survey.
- A total of 43 questions were incorporated into the Effective Schools Survey for Parents.
- The greatest number of campus participants includes the following; Andress High School (58), Austin High School (56), Burges High School (84), Chapin High School (95), Coronado High School (131), El Paso High School (182), Franklin High School (120), Silva Health Magnet (49), Brown Middle School (56), Hornedo Middle School (102), Lincoln Middle School (81), Barron Elementary School (61), Moye Elementary School (111), Kolberg Elementary School (54), Stanton Elementary School (81), and Zavala Elementary School (71).

Clear and Shared Focus Correlate - total of 5 questions (Table 5.1)

- Nearly all parents (82.1%) understand that a schools primary purpose is to improve student learning and to prepare them for a successful future.
- Almost every parent (82.1%) stated their child understands their school's purpose and mission.
- Overall (85%), parents support the goals of their child's school.

Effective School Leadership Correlate - total of 7 questions (Table 5.2)

- Parents, on average (72.5%), are satisfied with the child's school leadership.
- Parents believe administration encourages children to learn (76.1%), advocate effective instruction (72.3%), and promotes high standards (78.5%).
- Parents do agree that campuses, to some extent, create a team atmosphere and promote openness, sharing, and discussion amongst employees (68.7% and 69.8%, respectively).

High Standards and Expectations Correlate - total of 9 questions (Table 5.3)

- Parents are in agreement (78.4%) that their child's school provides the necessary support needed for schoolwork assignments and have defined homework expectations.
- Parents feel their child receives reasonable feedback from teachers on how well they are doing on assignments and homework expectations (71.9% and 75.8%, respectively)

High Levels of Community and Parent Involvement Correlate - total of 10 questions (Table 5.4)

- Parents somewhat agree (72.1%) that school personnel/administration are accessible to them, allow them to express their opinions, and encourage school involvement in the child's campus.
- Parents are in agreement (63.4%) that there is minimum involvement and communication between them and their child's school.
- Parents somewhat agree (68.7%) that campus personnel make an effort to contact them when their child is struggling academically.
- The majority (80%) of parents do feel welcomed to visit their child's school.

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Highlights of Effective Schools Survey - Parents

Supportive Learning Environment Correlate - total of 12 questions (Table 5.5)

- On average (76%), parents believe their child's school is safe and have minimum discipline problems.
- Most parents believe their child feels safe at school and that their school environment is conducive to learning (85.1% and 83.3%, respectively).
- Six out of ten parents (63.8%) believe there is not a substance abuse problem at their child's school.

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Parent (English) Response Survey

Table 5 - Parent (English) Responses
 (N = 3080)

		Count	%
CLEAR AND SHARED FOCUS (5)	Positive	12649	82.1%
	Negative	2208	14.3%
	Neutral	543	3.5%
EFFECTIVE SCHOOL LEADERSHIP (7)	Positive	15640	72.5%
	Negative	4238	19.7%
	Neutral	1682	7.8%
HIGH STANDARDS AND EXPECTATIONS (9)	Positive	21728	78.4%
	Negative	4600	16.6%
	Neutral	1392	5.0%
SUPPORTIVE LEARNING ENVIRONMENT (12)	Positive	28084	76.0%
	Negative	5833	15.8%
	Neutral	3043	8.2%
HIGH LEVELS OF COMMUNITY AND PARENT INVOLVEMENT (10)	Positive	22218	72.1%
	Negative	6088	19.8%
	Neutral	2494	8.1%

() = Number of Questions per Correlate

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Parent (English) Response Survey

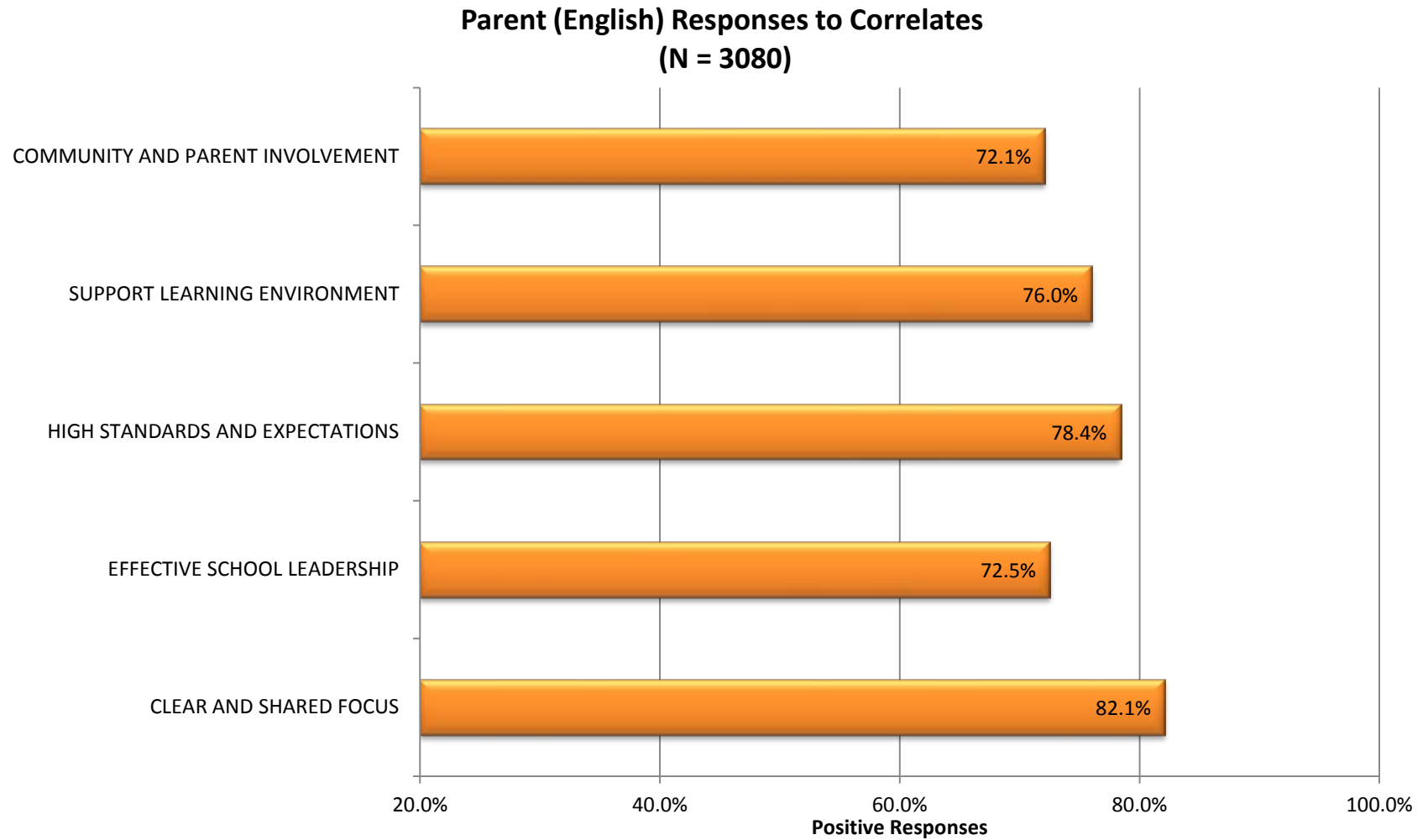


Figure 5-A Parent (English) School Positive Responses by Correlates

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Parent (English) Response Survey

Table 5.1 - Clear and Shared Focus (5)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. My child's school has a clear sense of purpose and mission.	2529	82.1%	430	14.0%	121	3.9%
2. I have a clear understanding of what the school is trying to achieve.	2491	80.9%	494	16.0%	95	3.1%
3. I support the goals of my child's school.	2617	85.0%	304	9.9%	159	5.2%
4. The primary emphasis of my child's school is improving student learning.	2468	80.1%	506	16.4%	106	3.4%
5. My child is learning skills and knowledge that prepares him or her for the future.	2544	82.6%	474	15.4%	62	2.0%
Total/Average Percent of Clear and Shared Focus	12649	82.1%	2208	14.3%	543	3.5%

Table 5.2 - Effective School Leadership (7)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. Campus leaders at my child's school advocate for effective instruction for all students.	2227	72.3%	582	18.9%	271	8.8%
2. People in leadership roles at my child's school are fair and act with integrity.	2202	71.5%	668	21.7%	210	6.8%
3. The principal at my child's school expects all faculty, staff and students to met high standards.	2417	78.5%	428	13.9%	235	7.6%
4. Administration promotes openness, sharing and discussion.	2151	69.8%	681	22.1%	248	8.1%
5. The principal at my child's school creates a team atmosphere.	2117	68.7%	627	20.4%	336	10.9%
6. I am pleased with the leadership at my child's school.	2183	70.9%	711	23.1%	186	6.0%
7. The administration encourages my child to learn.	2343	76.1%	541	17.6%	196	6.4%
Total/Average Percent of Effective School Leadership	15640	72.5%	4238	19.7%	1682	7.8%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Parent (English) Response Survey

Table 5.3 - High Standards and Expectations (9)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. My child's curriculum is aligned with state standards (TEKS).	2580	83.8%	196	6.4%	304	9.9%
2. My school assignments challenge my child to think and solve problems.	2528	82.1%	490	15.9%	62	2.0%
3. Schoolwork is meaningful and relevant to my child.	2483	80.6%	534	17.3%	63	2.0%
4. Teachers use a variety of approaches and activities to help my child learn.	2415	78.4%	523	17.0%	142	4.6%
5. Teachers modify their instructional practices based on various forms of assessment information to meet my child's individual needs.	2189	71.1%	633	20.6%	258	8.4%
6. Teachers give my child extra help if it is needed.	2474	80.3%	474	15.4%	132	4.3%
7. My child regularly receives detailed feedback about the quality of his or her work.	2216	71.9%	728	23.6%	136	4.4%
8. My child's grades are determined in a fair and consistent manner.	2508	81.4%	454	14.7%	118	3.8%
9. The school has a clear and uniformed policy defining homework expectations.	2335	75.8%	568	18.4%	177	5.7%
Total/Average Percent of High Standards and Expectations	21728	78.4%	4600	16.6%	1392	5.0%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Parent (English) Response Survey

Table 5.4 - High Levels of Community and Parent Involvement (10)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. My child's school works with many community organizations to support our students.	2039	66.2%	434	14.1%	607	19.7%
2. School personnel make a special effort to contact me if my child is struggling academically.	2115	68.7%	700	22.7%	265	8.6%
3. Teachers regularly provide feedback about academic progress.	2274	73.8%	727	23.6%	79	2.6%
4. Many parents and community members are involved as volunteers at the school.	1952	63.4%	572	18.6%	556	18.1%
5. I feel welcomed at my child's school.	2464	80.0%	520	16.9%	96	3.1%
6. My child's school communicates its goals effectively to families and the community.	2249	73.0%	639	20.7%	192	6.2%
7. School personnel listen carefully when I express opinions and concerns.	2212	71.8%	682	22.1%	186	6.0%
8. The school explains to me the results of tests my child takes.	2196	71.3%	716	23.2%	168	5.5%
9. The faculty and staff at my child's school encourage parents to be involved.	2362	76.7%	547	17.8%	171	5.6%
10. The administrative staff is accessible to parents at my child's school.	2355	76.5%	551	17.9%	174	5.6%
Total/Average Percent of High Levels of Community and Parent Involvement	22218	72.1%	6088	19.8%	2494	8.1%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Parent (English) Response Survey

Table 5.5 - Supportive Learning Environment (12)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. School personnel take prompt action when problems occur.	2173	70.6%	680	22.1%	227	7.4%
2. Substance abuse is not a problem at my child's school.	1966	63.8%	611	19.8%	503	16.3%
3. Discipline policies at my child's school are administered fairly.	2037	66.1%	661	21.5%	382	12.4%
4. Possession of weapons at my child's school is not a problem.	2265	73.5%	250	8.1%	565	18.3%
5. My child feels safe on his or her property.	2621	85.1%	368	11.9%	91	3.0%
6. My child's school environment is conducive to learning.	2565	83.3%	413	13.4%	102	3.3%
7. School personnel demonstrate respect for individual differences.	2333	75.7%	533	17.3%	214	6.9%
8. Students demonstrate respect for individual differences.	2224	72.2%	605	19.6%	251	8.1%
9. At my child's school, staff members show trust in and respect for each other.	2234	72.5%	430	14.0%	416	13.5%
10. There is evidence of school spirit and pride at my child's school.	2521	81.9%	418	13.6%	141	4.6%
11. The school building and grounds are clean and well maintained.	2564	83.2%	441	14.3%	75	2.4%
12. My child's enjoys attending school.	2581	83.8%	423	13.7%	76	2.5%
Total/Average Percent of Support Learning Environment	28084	76.0%	5833	15.8%	3043	8.2%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Parent (English) Response Survey

Table 5.6 - Parent (Spanish) Responses
 (N = 121)

		Count	%
ENFOQUE CLARO Y COMPARTIDO (5)	Positivo	490	81.0%
	Negativo	97	16.0%
	Neutral	18	3.0%
LIDERAZGO EFECTIVO ESCOLAR (7)	Positivo	586	69.2%
	Negativo	226	26.7%
	Neutral	35	4.1%
MEDIDAS ALTAS Y EXPECTATIVAS (9)	Positivo	860	79.0%
	Negativo	184	16.9%
	Neutral	45	4.1%
AMBIENTE CONDUCIVO AL APRENDIZAJE (12)	Positivo	1096	75.5%
	Negativo	288	19.8%
	Neutral	68	4.7%
LOS NIVELES ALTOS DE LA COMUNIDAD Y PARTICIPACION (10)	Positivo	877	72.5%
	Negativo	266	22.0%
	Neutral	67	5.5%

() = Number of Questions per Correlate

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Parent (Spanish) Response Survey

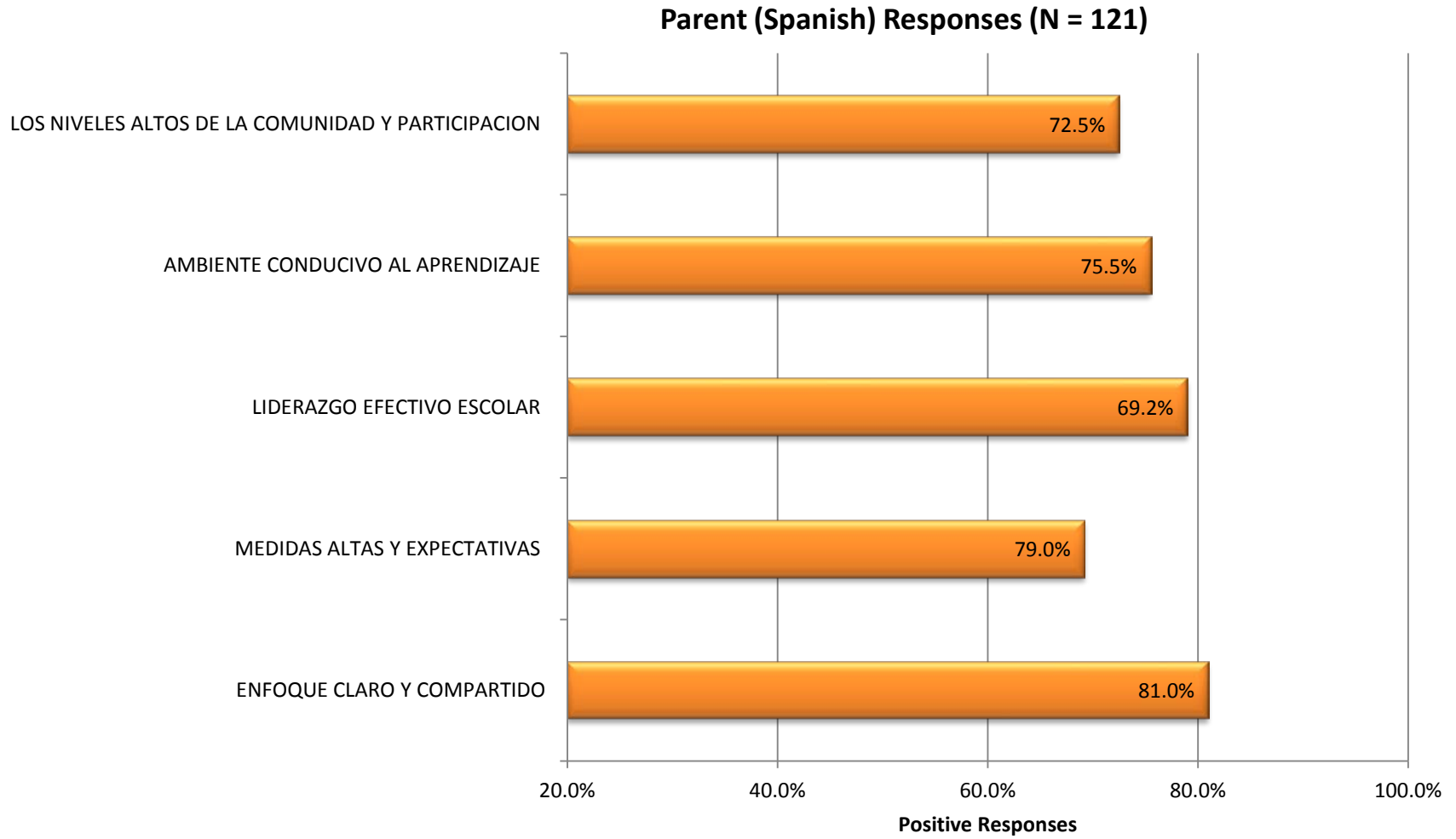


Figure 5-B Parent (Spanish) School Positive Responses by Correlates

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Parent (Spanish) Response Survey

Table 5.7 - Enfoque Claro y Compartido (5)

	Positivo		Negativo		Neutral	
	Count	%	Count	%	Count	%
1. La escuela de mi hijo(a) tiene un claro sentido de su propósito y su misión.	98	81.0%	17	14.0%	6	5.0%
2. Entiendo claramente lo que la escuela esta tratando de lograr	100	82.6%	16	13.2%	5	4.1%
3. Apoyo las metas que se han fijado en la escuela.	93	76.9%	23	19.0%	5	4.1%
4. La escuela de mi hijo(a) tiene como principal énfasis el mejorar el aprendizaje de los estudiantes.	99	81.8%	20	16.5%	2	1.7%
5. Mi hijo(a) esta aprendiendo conocimientos y habilidades que lo preparan para el futuro.	100	82.6%	21	17.4%	0	.0%
Porcentaje de el total/promedio de Enfoque Claro Y Compartido	490	81.0%	97	16.0%	18	3.0%

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Parent (Spanish) Response Survey

Table 5.8 - Liderazgo Efectivo Escolar (7)

	Positivo		Negativo		Neutral	
	Count	%	Count	%	Count	%
1. El liderazgo de la escuela de mi hijo(a) promueve una enseñanza efectiva para todos los estudiantes.	94	77.7%	22	18.2%	5	4.1%
2. Las personas que desempeñan posiciones de liderazgo en la escuela son justos y actúan con integridad.	82	67.8%	34	28.1%	5	4.1%
3. El director(a) de la escuela de mi hijo(a) espera que todos los maestros, personal y estudiantes cumplan con estándares altos.	93	76.9%	23	19.0%	5	4.1%
4. La administración de la escuela promueve franqueza, colaboración, y el intercambio de ideas.	81	66.9%	32	26.4%	8	6.6%
5. El director(a) de la escuela de mi hijo(a) promueve un ambiente de equipo.	81	66.9%	37	30.6%	3	2.5%
6. Estoy contento(a) con los directores de la escuela de mi hijo(a).	80	66.1%	38	31.4%	3	2.5%
7. Los directores de la escuela se preocupan por mi hijo(a).	75	62.0%	40	33.1%	6	5.0%
Porcentaje de el total/promedio de Liderazgo Efectivo Escolar	586	69.2%	226	26.7%	35	4.1%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Parent (Spanish) Response Survey

Table 5.9 - Medidas Altas y Expectativas (9)

	Positivo		Negativo		Neutral	
	Count	%	Count	Row %	Count	%
1. El programa escolar de mi hijo(a) cumple con las normas del estado (TEKS).	96	79.3%	11	9.1%	14	11.6%
2. Las tareas escolares ofrecen un reto a mi hijo(a) para aprender a pensar y resolver problemas.	101	83.5%	19	15.7%	1	.8%
3. El trabajo escolar tiene sentido y es de importancia para ml hijo(a).	99	81.8%	20	16.5%	2	1.7%
4. Los maestros utilizan una variedad de enfoques y actividades para ayudarle a mi hijo(a) a aprender.	96	79.3%	21	17.4%	4	3.3%
5. Para satisfacer las necesidades individuales del estudiante, los maestros modifican sus métodos de enseñanza basándose en la información de diferentes tipos de evaluaciones.	91	75.2%	24	19.8%	6	5.0%
6. Los maestros le ofrecen ayuda adicional a mi hijo(a) cuando es necesaria.	101	83.5%	16	13.2%	4	3.3%
7. Mi hijo(a) recibe observaciones detalladas periódicamente sobre la calidad de su trabajo.	94	77.7%	24	19.8%	3	2.5%
8. Las calificaciones de mi hijo(a) se determinan de manera justa y consistente.	98	81.0%	20	16.5%	3	2.5%
9. Esta escuela tiene una política clara y uniforme para definir las expectativas de las tareas.	84	69.4%	29	24.0%	8	6.6%
Porcentaje de el total/promedio de Medidas Altas Y Expectativas	860	79.0%	184	16.9%	45	4.1%

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Parent (Spanish) Response Survey

Table 5.10 - Los Niveles Altos De La Comunidad y Participacion (10)

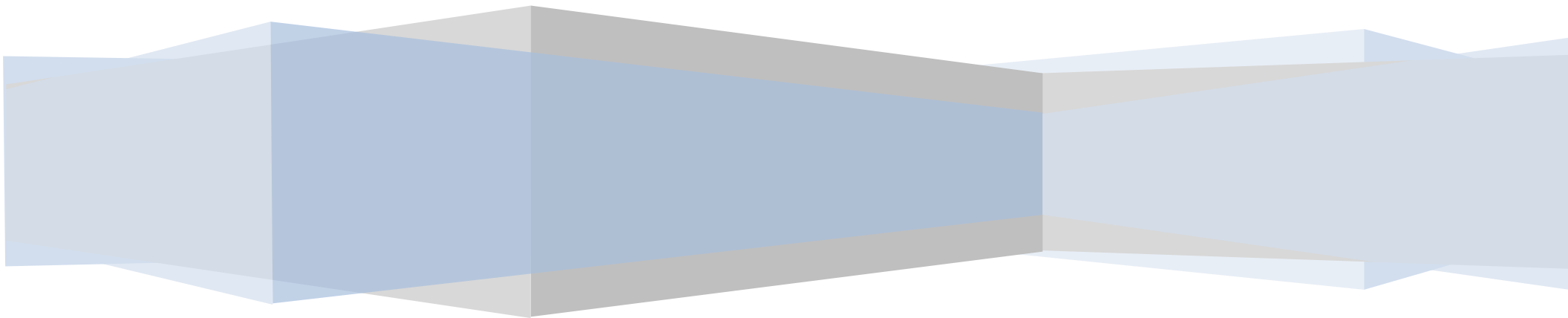
	Positivo		Negativo		Neutral	
	Count	%	Count	%	Count	%
1. La escuela de mi hijo trabaja en conjunto con las organizaciones de la comunidad para apoyar a sus alumnos.	88	72.7%	20	16.5%	13	10.7%
2. Si mi hijo esta teniendo problemas académicos, el personal de la escuela hace un esfuerzo especial para ponerse en contacto conmigo.	96	79.3%	17	14.0%	8	6.6%
3. Los profesores ofrecen sus observaciones periódicamente sobre el avance académico de mi hijo(a).	102	84.3%	19	15.7%	0	.0%
4. Muchos padres de familia y miembros de la comunidad participan como voluntarios en la escuela.	68	56.2%	36	29.8%	17	14.0%
5. Me siento bienvenido en la escuela de mi hijo(a).	90	74.4%	26	21.5%	5	4.1%
6. La escuela de mi hijo comunica sus metas de forma efectiva a las familias y a la comunidad.	87	71.9%	27	22.3%	7	5.8%
7. El personal de la escuela escucha con atención cuando expreso mis opiniones y preocupaciones.	81	66.9%	36	29.8%	4	3.3%
8. La escuela me explica los resultados de las pruebas que toma mi hijo(a).	92	76.0%	25	20.7%	4	3.3%
9. Los profesores y el personal de la escuela de mi hijo animan a padres de familia que visiten la escuela.	85	70.2%	31	25.6%	5	4.1%
10 . El personal administrativa de la escuela de mi hijo(a) es accesible a los padres de familia.	88	72.7%	29	24.0%	4	3.3%
Porcentaje de el total/promedio de Los Niveles Altos De La Comunidad Y Participacion	877	72.5%	266	22.0%	67	5.5%

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Parent (Spanish) Response Survey

Table 5.11 - Ambiente Conducivo Al Aprendizaje (12)

	Positivo		Negativo		Neutral	
	Count	%	Count	%	Count	%
1. El personal de la escuela toma una acción inmediata cuando surgen problemas.	88	72.7%	27	22.3%	6	5.0%
2. El abuso de substancias ilegales no es un problema en la escuela de mi hijo(a).	87	71.9%	22	18.2%	12	9.9%
3. Las reglas de disciplina de la escuela de mi hijo(a) se administran justamente.	81	66.9%	34	28.1%	6	5.0%
4. La posesión de armas no es un problema en la escuela de mi hijo(a).	93	76.9%	13	10.7%	15	12.4%
5. Mi hijo(a) se siente seguro en su escuela.	97	80.2%	17	14.0%	7	5.8%
6. El ambiente de la escuela de mi hijo(a) es conducente al aprendizaje.	95	78.5%	24	19.8%	2	1.7%
7. El personal de la escuela de mi hijo(a) muestra respeto por las diferencias individuales.	92	76.0%	25	20.7%	4	3.3%
8. Los alumnos muestran respeto por las diferencias individuales.	87	71.9%	28	23.1%	6	5.0%
9. En la escuela de mi hijo(a) el personal muestra confianza y respeto mutuo.	90	74.4%	29	24.0%	2	1.7%
10. En la escuela de mi hijo(a) se manifiesta el entusiasmo y el orgullo.	90	74.4%	28	23.1%	3	2.5%
11. Los edificios y áreas exteriores están limpias y bien conservadas.	95	78.5%	24	19.8%	2	1.7%
12. Mi hijo disfruta ir a la escuela.	101	83.5%	17	14.0%	3	2.5%
Porcentaje de el total/promedio de Ambiente Conducivo Al Aprendizaje	1096	75.5%	288	19.8%	68	4.7%

Effective Schools Survey Professionals



EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Highlights of Effective Schools Survey - Professionals

Summary of Correlates (Table 6 and Figure 6-A)

- There was a total of 1,084 professionals who participated in taking the survey.
- A total of 88 questions were incorporated into the Effective Schools Survey for Professionals.
- The greatest number of campus participants includes the following; Franklin High School (111) and Lincoln Middle School (46).

Clear and Shared Focus Correlate - total of 8 questions (Table 6.1)

- Almost every professional (85.5%) is aware of the District and their campus goals and understand how to achieve those goals.
- The majority of professionals strongly agree campus staff have a clear understanding of what their school is trying to achieve and is committed to achieving those goals (89.9% and 89.3%, respectively).

High Levels of Community and Parent Involvement Correlate - total of 8 questions (Table 6.2)

- Professionals truly believe (84.7%) that parents and students are provided regular feedback on student progress and feel they encourage parents to visit their child's campus.
- A little more than half (57.7%) of the professionals are aware of parents involvement in school activities.
- Many professionals (76%) feel schools initiate a reasonable effort in working with the community organizations to provide additional support for students.

High Standards and Expectations Correlate - total of 14 questions (Table 6.3)

- Almost the entire group of professional (90.6%) agree that students are provided the best education possible and are encouraged to perform to their best ability.
- Nearly every professional agree that students receive regular feedback on academic improvements and that a variety of approaches are used to assist students to learn (93.2% and 93%, respectively).

Focused Professional Development Correlate - total of 11 questions (Table 6.4)

- On average (77%), professionals believed their professional development provided them with skill sets that was appropriate to their needs.
- Two-thirds of the professionals (66%) believe their input is a consideration in the design and selection of professional development.
- A little more than half (52.1%) of the professionals stated they work with other campuses in their feeder pattern to align the curriculum vertically.

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Highlights of Effective Schools Survey - Professionals

Effective School Leadership Correlate - a total of 12 questions (Table 6.5)

- Professionals agree (79.5%) that leadership act with integrity, hold themselves and staff accountable, and follow district rules and policies.
- Professionals stated (80.6%) they received regular feedback on how they are doing.
- Professionals are of the same mindset that administrators consider various viewpoints when making decisions and that they provide openness, sharing and discussions (71.6% and 72.2%, respectively).

High Levels of Collaboration and Communication Correlate - a total of 12 questions (Table 6.6)

- There is an agreement (72.3%) among professionals that teachers on a regular basis work together to address teaching issues, resolve school issues, plan curriculum, and provide each other feedback on instructional practices.
- Less than half (49.4%) of the professionals believe the District has the ability to foresee problems and resolve them appropriately.
- A little more than half (58.7%) of the professionals feel the District adapts quickly and appropriately to internal and external changes.

Supportive Learning Environment Correlate - total of 12 questions (Table 6.7)

- Almost (80%) all professionals believe campuses are safe for everyone, and prompt action is taken when a problem occurs.
- Professionals somewhat agree that policies at the campus are administered fairly and rules are consistently enforced (69.7% and 66.8%, respectively).
- Professionals are in agreement there is minimum possession of weapons at the schools and substance abuse is not a problem (87.8% and 72.2%, respectively).

Resources and Technology Correlate - total of 11 questions (Table 6.8)

- Almost every professional (83.4%) uses District technology tools (email, computers, internet, library, etc.) and/or integrates technology in their lesson plans.
- District email is used by nearly the entire (97.9%) professional staff.
- Nearly all professionals stated technology is integrated into the lesson plans and that they are skilled in using technology in the subject area they teach (80.4% and 91.9%, respectively).
- Professionals responded that they receive reasonable support by technology specialist when it comes to providing them assistance on how to integrate technology with their lesson plans (71.8%).

EL PASO INDEPENDENT SCHOOL DISTRICT
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Professionals Response Survey

Table 6 - Professional Responses (N = 1084)

		Count	%
CLEAR AND SHARED FOCUS (8)	Positive	7412	85.5%
	Negative	1104	12.7%
	Neutral	156	1.8%
HIGH STANDARDS AND EXPECTATIONS (14)	Positive	13748	90.6%
	Negative	923	6.1%
	Neutral	505	3.3%
FOCUSED PROFESSIONAL DEVELOPMENT (11)	Positive	9179	77.0%
	Negative	1918	16.1%
	Neutral	827	6.9%
EFFECTIVE SCHOOL LEADERSHIP (12)	Positive	10338	79.5%
	Negative	2104	16.2%
	Neutral	566	4.4%
HIGH LEVELS OF COLLABORATION AND COMMUNICATION (12)	Positive	9402	72.3%
	Negative	2601	20.0%
	Neutral	1005	7.7%
SUPPORTIVE LEARNING ENVIRONMENT (12)	Positive	10408	80.0%
	Negative	2137	16.4%
	Neutral	463	3.6%
HIGH LEVELS OF COMMUNITY AND PARENT INVOLVEMENT (8)	Positive	7345	84.7%
	Negative	896	10.3%
	Neutral	431	5.0%
RESOURCES AND TECHNOLOGY (11)	Positive	9942	83.4%
	Negative	1622	13.6%
	Neutral	360	3.0%

() = Number of Questions per Correlate

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Professionals Response Survey

**Professional Responses by Correlate
(N = 1084)**

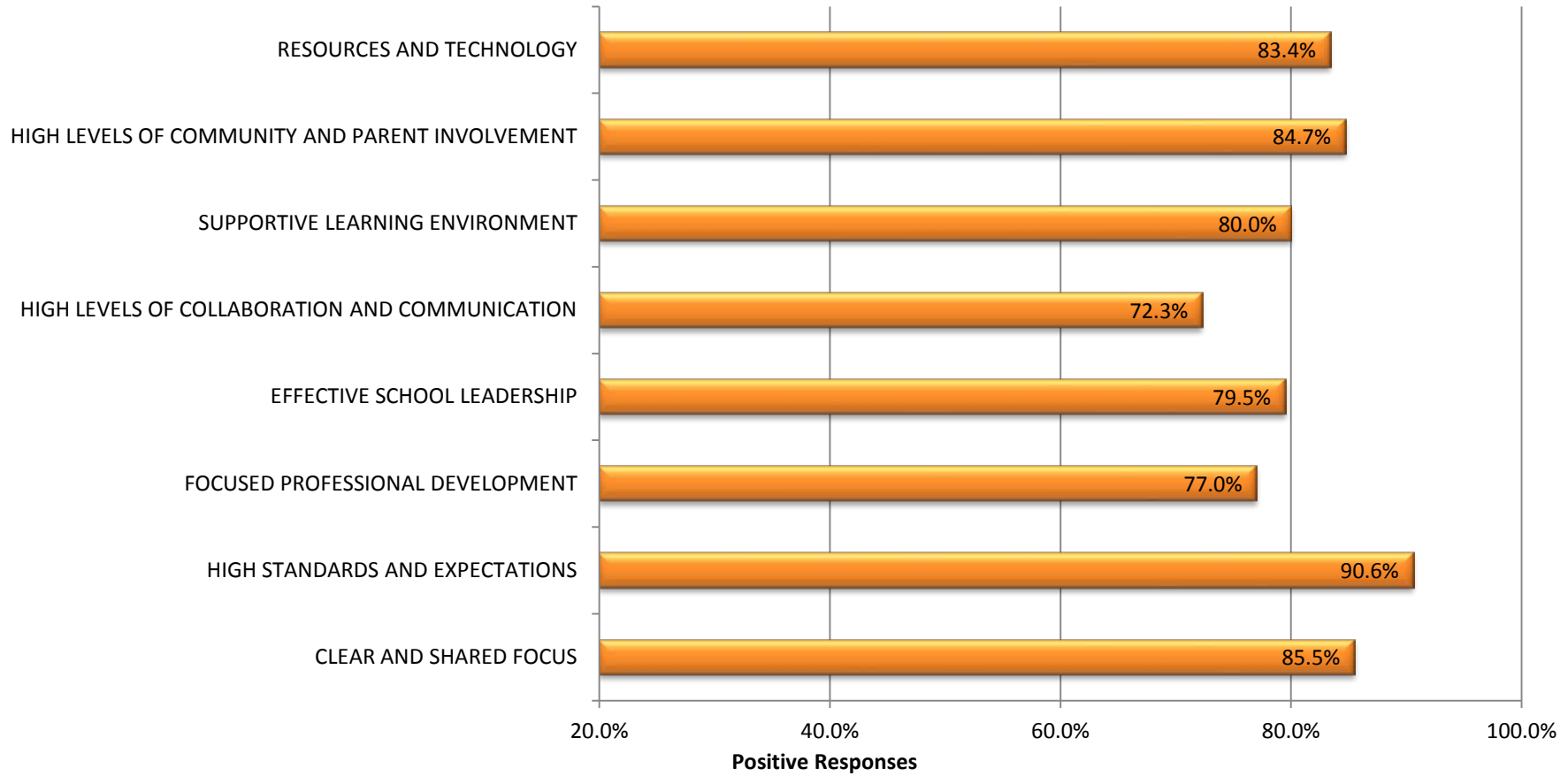


Figure 6-A Professional Positive Responses by Correlates

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Professionals Response Survey

Table 6.1 - Clear and Shared Focus (8)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. Our school has a clear sense of purpose.	956	88.2%	114	10.5%	14	1.3%
2. The District goals are clear and focused.	875	80.7%	185	17.1%	24	2.2%
3. I have a clear understanding of what the school is trying to achieve.	974	89.9%	101	9.3%	9	.8%
4. I have a clear understanding of what the District is trying to achieve.	856	79.0%	207	19.1%	21	1.9%
5. The staff shares a common understanding of what the school wants to achieve.	923	85.1%	142	13.1%	19	1.8%
6. Our campus staff is committed to achieving the school's goals.	968	89.3%	97	8.9%	19	1.8%
7. Our campus staff keeps the school's goals in mind when making important decisions.	917	84.6%	134	12.4%	33	3.0%
8. Our school's primary emphasis is improving student learning.	943	87.0%	124	11.4%	17	1.6%
Total/Average Percent of Clear and Shared Focus	7412	85.5%	1104	12.7%	156	1.8%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Professionals Response Survey

Table 6.2 - High Levels of Community and Parent Involvement (8)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. Our staff believes students learn more through effective family support.	1030	95.0%	27	2.5%	27	2.5%
2. Our school works with many community organizations to support our students.	824	76.0%	150	13.8%	110	10.1%
3. Our school makes a special effort to contact the families of students who are struggling academically.	977	90.1%	70	6.5%	37	3.4%
4. Teachers regularly provide feedback to parents and students about academic progress and behavior.	1027	94.7%	31	2.9%	26	2.4%
5. Our school provides ample information to families about how to help students succeed in school.	932	86.0%	89	8.2%	63	5.8%
6. Many parents are involved as volunteers at our school.	625	57.7%	378	34.9%	81	7.5%
7. Parents are welcomed at our school.	989	91.2%	63	5.8%	32	3.0%
8. Teachers have frequent communication with the families of their students.	941	86.8%	88	8.1%	55	5.1%
Total/Average Percent of High Levels of Community and Parent Involvement	7345	84.7%	896	10.3%	431	5.0%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Professionals Response Survey

Table 6.3 - High Standards and Expectations (14)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. Our school's curriculum is aligned with state standards (TEKS).	1037	95.7%	25	2.3%	22	2.0%
2. Instructional staff has a good understanding of the state standards in the areas they teach.	1043	96.2%	20	1.8%	21	1.9%
3. Instructional materials that are aligned with the TEKS are available to staff.	986	91.0%	66	6.1%	32	3.0%
4. School assignments challenge students' abilities.	933	86.1%	118	10.9%	33	3.0%
5. Schoolwork is relevant to students.	936	86.3%	115	10.6%	33	3.0%
6. Teachers use a variety of approaches and activities to help students learn.	1008	93.0%	54	5.0%	22	2.0%
7. Our staff uses TAKS results to help plan instructional activities.	1003	92.5%	43	4.0%	38	3.5%
8. Instructional programs meet the needs of students with special needs.	931	85.9%	99	9.1%	54	5.0%
9. Our school prepares students for the next grade level, college, or vocational preparation.	915	84.4%	138	12.7%	31	2.9%
10. Teachers modify their instructional practices based on various forms of assessment information.	993	91.6%	41	3.8%	50	4.6%
11. Instruction builds on what students already know.	987	91.1%	68	6.3%	29	2.7%
12. Reteaching experiences are utilized for students when necessary.	996	91.9%	51	4.7%	37	3.4%
13. Students receive regular feedback about what they need to do to improve.	1010	93.2%	42	3.9%	32	3.0%
14. I utilize cooperative learning/team dynamics strategies regularly in my classroom.	970	89.5%	43	4.0%	71	6.5%
Total/Average Percent of High Standards and Expectations	13748	90.6%	923	6.1%	505	3.3%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Professionals Response Survey

Table 6.4 - Focused Professional Development (11)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
	1. Assessment results are used to determine professional learning activities.	898	82.8%	121	11.2%	65
2. Staff members get help in areas they need to improve.	815	75.2%	207	19.1%	62	5.7%
3. Professional development activities are consistent with school goals.	880	81.2%	149	13.7%	55	5.1%
4. Our instructional staff view themselves as learners as well as teachers.	919	84.8%	116	10.7%	49	4.5%
5. Faculty and staff have input to design and select professional development.	715	66.0%	304	28.0%	65	6.0%
6. I am aware of professional development opportunities offered by the district.	987	91.1%	79	7.3%	18	1.7%
7. The professional development that I have received has improved the quality of my instruction.	917	84.6%	112	10.3%	55	5.1%
8. The professional development that I have received has positively affected student learning at this campus.	891	82.2%	127	11.7%	66	6.1%
9. My campus works with other campuses in our feeder pattern to align the curriculum vertically.	565	52.1%	301	27.8%	218	20.1%
10. Professional development activities are appropriate for my needs.	833	76.8%	203	18.7%	48	4.4%
11. I have had training in Team Dynamics/Cooperative Learning strategies appropriate for the subject(s) and grade level(s) that I teach.	759	70.0%	199	18.4%	126	11.6%
Total/Average Percent of Focused Professional Development	9179	77.0%	1918	16.1%	827	6.9%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Professionals Response Survey

Table 6.5 - Effective School Leadership (12)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. Campus leaders advocate for effective instruction for all students.	942	86.9%	114	10.5%	28	2.6%
2. Many staff members serve in leadership roles.	858	79.2%	188	17.3%	38	3.5%
3. People in leadership roles act with integrity.	844	77.9%	182	16.8%	58	5.4%
4. Leaders hold themselves and staff accountable for improving student learning.	900	83.0%	140	12.9%	44	4.1%
5. School administrators consider various viewpoints when making decisions.	776	71.6%	253	23.3%	55	5.1%
6. Our school leadership cares about me.	815	75.2%	203	18.7%	66	6.1%
7. Our principal communicates high standards to all faculty and staff.	914	84.3%	129	11.9%	41	3.8%
8. Teaching and learning are the focus of staff observations and evaluations.	925	85.3%	121	11.2%	38	3.5%
9. Teachers receive regular feedback on how they are doing.	874	80.6%	162	14.9%	48	4.4%
10. Administration recognizes staff members/me for a job well done.	796	73.4%	242	22.3%	46	4.2%
11. School administration consistently follows district rules and policies.	911	84.0%	120	11.1%	53	4.9%
12. Administration promotes openness, sharing and discussion.	783	72.2%	250	23.1%	51	4.7%
Total/Average Percent of Effective School Leadership	10338	79.5%	2104	16.2%	566	4.4%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Professionals Response Survey

Table 6.6 - High Levels of Collaboration and Communication (12)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. Our school uses a system to obtain a variety of perspectives when making decisions.	740	68.3%	236	21.8%	108	10.0%
2. Teachers discuss teaching issues on a regular basis.	966	89.1%	83	7.7%	35	3.2%
3. Staff members work together to solve problems related to school issues.	879	81.1%	160	14.8%	45	4.2%
4. Our staff works in teams across grade levels/content areas to help increase student learning.	861	79.4%	164	15.1%	59	5.4%
5. Staff routinely work together to plan what will be taught.	924	85.2%	107	9.9%	53	4.9%
6. Teachers provide feedback to each other to help improve instructional practices	903	83.3%	123	11.3%	58	5.4%
7. Staff members trust each other.	778	71.8%	224	20.7%	82	7.6%
8. I can trust the information I receive from the District.	729	67.3%	266	24.5%	89	8.2%
9. District employees can contribute to policy and planning.	701	64.7%	269	24.8%	114	10.5%
10. Our district, for the most part, adapts quickly and appropriately to internal and external changes.	636	58.7%	316	29.2%	132	12.2%
11. Our District has the ability to foresee problems and solve them appropriately.	536	49.4%	423	39.0%	125	11.5%
12. I am an important part of the EPISD "family."	749	69.1%	230	21.2%	105	9.7%
Total/Average Percent of High Levels of Collaboration and Communication	9402	72.3%	2601	20.0%	1005	7.7%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Professionals Response Survey

Table 6.7 - Supportive Learning Environment (12)

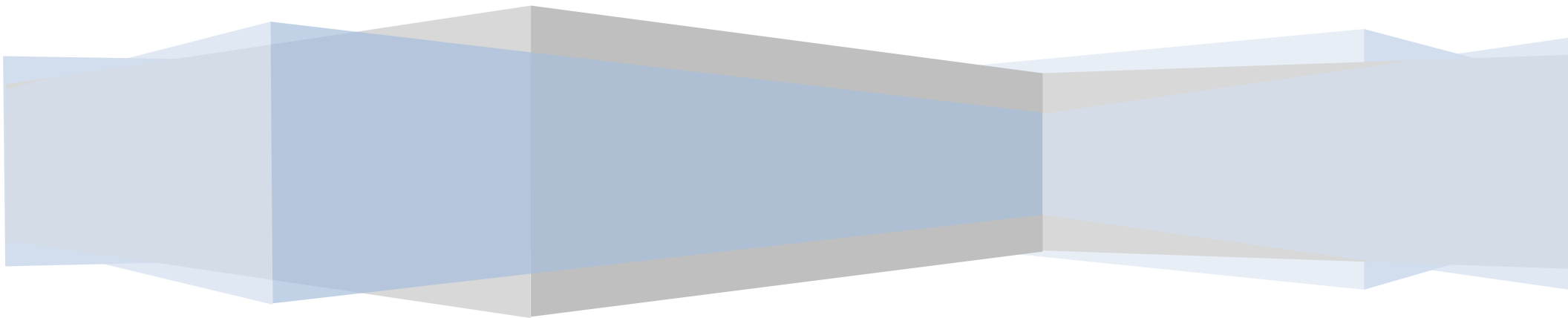
	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. School personnel take prompt action when problems occur.	852	78.6%	195	18.0%	37	3.4%
2. Discipline policies at this school are administered fairly.	756	69.7%	276	25.5%	52	4.8%
3. School rules are consistently enforced.	724	66.8%	326	30.1%	34	3.1%
4. School has a safe and orderly environment.	899	82.9%	158	14.6%	27	2.5%
5. Substance abuse is not a problem at this school.	783	72.2%	230	21.2%	71	6.5%
6. Possession of weapons at this school is not a problem.	952	87.8%	58	5.4%	74	6.8%
7. School personnel are knowledgeable of campus security procedures/crisis plans.	949	87.5%	111	10.2%	24	2.2%
8. Students and staff feel safe on school property.	971	89.6%	90	8.3%	23	2.1%
9. Our school environment is conducive to learning.	954	88.0%	102	9.4%	28	2.6%
10. Teachers show they care about all students.	1008	93.0%	50	4.6%	26	2.4%
11. Student discipline problems are managed well.	791	73.0%	258	23.8%	35	3.2%
12. There are few interruptions of instructional time at this school.	769	70.9%	283	26.1%	32	3.0%
Total/Average Percent of Supportive Learning Environment	10408	80.0%	2137	16.4%	463	3.6%

EL PASO INDEPENDENT SCHOOL DISTRICT
 Effective Schools Survey 2011
Professionals Response Survey

Table 6.8 - Resources and Technology (11)

	Positive		Negative		Neutral	
	Count	%	Count	%	Count	%
1. Most of my colleagues use the EPISD email.	1061	97.9%	19	1.8%	4	.4%
2. Minor school repairs are handled promptly.	825	76.1%	239	22.0%	20	1.8%
3. My campus has a technology specialist that is available to assist teachers on integrating technology into instruction.	778	71.8%	269	24.8%	37	3.4%
4. I have been given appropriate staff development on technology-related issues.	852	78.6%	200	18.5%	32	3.0%
5. I am skilled with the use of technology as it relates to my subject area.	996	91.9%	72	6.6%	16	1.5%
6. I use the internet as an instructional tool in my classroom.	924	85.2%	116	10.7%	44	4.1%
7. Teachers at my campus regularly integrate technology into lessons.	871	80.4%	137	12.6%	76	7.0%
8. The campus library is well equipped to handle student needs at this campus.	911	84.0%	125	11.5%	48	4.4%
9. Students can access computers at many locations in my school.	866	79.9%	191	17.6%	27	2.5%
10. Students can quickly and easily access the internet at my campus.	879	81.1%	174	16.1%	31	2.9%
11. Students have access to a variety of resources to help them succeed.	979	90.3%	80	7.4%	25	2.3%
Total/Average Percent of Resources and Technology	9942	83.4%	1622	13.6%	360	3.0%

Effective Schools Survey Conclusion



EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Conclusion

The Effective School Surveys 2011 Report is a tool that is provided to District and campus administrators to assist them in campus planning. When reviewing the correlates, it is important not to only examine each correlate separately but to also examine them as a whole. Since the Effective School Surveys are perceptual, the validity of the data depends on the willingness of respondents to be honest, rather than to simply provide what they perceive to be the desired response [2011, *What Effective Schools Do*, p. 4].

Other considerations that need to be taken into account is the low response rate for some of the response groups. Low responses may not be a good representation of the District as a whole. Historically, the District received higher participation on the Parent Effective School Survey when paper surveys were provided to parents to complete during the Spring Parent/Teacher Conference. Due to the loss of instructional days that occurred in February 2011 from the winter freeze, the Parent/Teacher Conference days were used to make-up for the lost of instructional days. This may have been a contributing factor to the lower parent participation. Additionally, the scheduling of the online surveys for parent, students, and professionals was normally available from the beginning of February through the end of March. This timeframe would allow teachers the opportunity to schedule computer time at their campus library and/or computer lab so that students could complete the survey online. Unfortunately, the surveys were not available for online use until the middle of April which coincided with online assessment testing. This limited the amount of time teachers had available to schedule students in the library and computer labs in order to take the survey. Teachers were also limited on time due to their obligation to the 2011 TAKS Spring Assessments.

Due to the low group response rates, individual campus results will not be reported. To ensure the success of the 2012 Effective School Survey administration, the Parents Effective School Survey will be administered in late October, 2011 during the Fall Parent/Teacher Conferences (October 25-27). Student and Professional Effective School Surveys will be administered in early February in order to avoid overlap with the 2012 Spring Assessment (TAKS and STAAR).

There are several highlights that need to be mentioned as a result of the Effective School Survey responses. Listed below are some highlights that may require additional analysis as a result of the group responses.

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Conclusion

Effective Administrator Leadership graph in the Summary of Correlates by Response Group Section

- Middle school student response rate for question number 6, 'I like the way the administration manages my school', 52.2%
- High school student response rate for question number 6, 'I like the way the administration manages my school', 53.2%
- Parent response rate for question number five, 'The principal at my child's school creates a team atmosphere', 68.7%
- Professional response rate for question number twelve, 'Administration promotes openness, sharing and discussion', 72.2%.

Supportive Learning Environment graph in the Summary of Correlates by Response Group Section

- Middle school student response rate for this correlate is at 68.9%, which is the lowest response rate of all the response groups
- Middle school students response for all questions in this correlate were between 60% - 69%
- High school student response rate for question number three, 'Substance abuse is not a problem at my school', 45.7%
- Parent response rate for question number two, 'Substance abuse is not a problem at this school', 63.8%

High Standards and Expectations graph in the Summary of Correlates by Response Group Section

- Middle school student response rate for question number seven, 'My teacher talks to me regularly about the quality of my school work', 58.4%
- Middle school student response rate for question number twelve, 'My classes are usually interesting', 59.1%
- High school student response rate for question number seven, 'My teacher talks to me regularly about the quality of my school work', 50.9%
- High school student response rate for question number twelve, 'My classes are usually interesting', 56.6%

Community and Parent Involvement graph in the Summary of Correlates by response Group Section

- Middle school student response rate for this correlate was 62.3%
- Middle school student response rate to question number nine, 'The faculty and staff encourage my parents to visit my school', 50.0%
- Middle school student response rate to question number one, 'My school gets help from many community partners to support programs', 52.2%
- Middle school student response rate to question number four, 'Many parents and adults from the community come and help at our school', 52.3%
- High school student response rate for this correlate was 62.1%
- High school student response rate to question number nine, 'The faculty and staff encourage my parents to visit my school', 53.1%
- High school student response rate to question number one, 'My school gets help from many community partners to support programs', 56.0%
- High school student response rate to question number four, 'Many parents and adults from the community come and help at our school', 51.9%
- Professional response rate to question number eleven, 'Our District has the ability to foresee problems and solve them appropriately', 49.4%
- Professional response rate to question number ten, 'Our district for the most part, adapts quickly and appropriately to internal and external changes', 58.7%

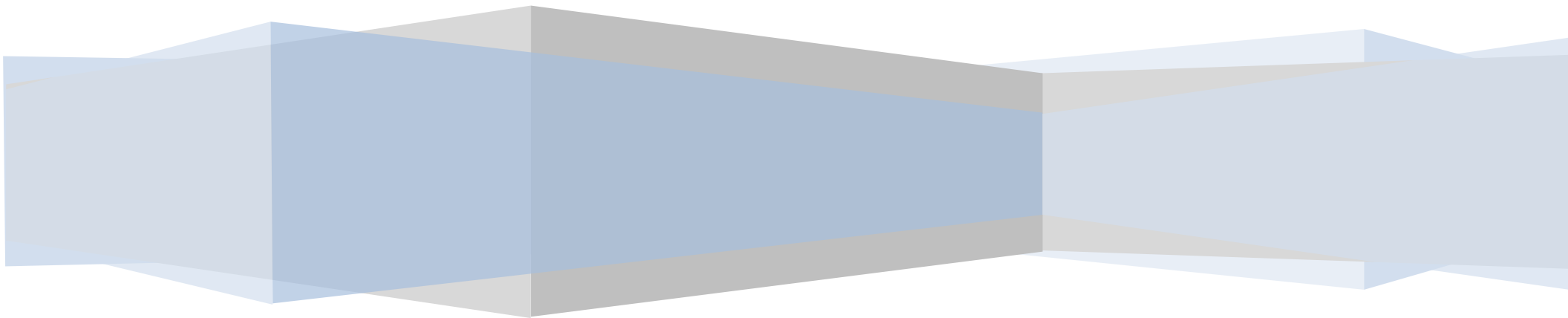
EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
Conclusion

Resources and Technology graph in the Summary of Correlates by response Group Section

- The lowest response rate (70.4%) for this correlate came from the middle school students
- Middle school student response rate to question number four, 'I often use the resources in the library', 48.4%
- High school student response rate to question number four, 'I often use the resources in the library', 53.7%
- Professional response rate to question number three, 'My campus has a technology specialist that is available to assist teachers on integrating technology into instruction', 72.8%
- Professional response rate to question number two, 'Minor school repairs are handled promptly', 76.4%

Effective Schools Survey

Appendix



EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

Appendix A

2010-2011 School Effectiveness Survey: Elementary Schools

The School District wants to know what you think of your school. Please take a few minutes to answer this survey. Your answers are confidential. Please choose the response that closely matches your opinion. We will only use them for planning purposes.

You must respond to every item in each set of questions in order for the next set of questions to appear. A message will appear below any question left unanswered.

Thank you for your time and cooperation.

Select your campus.

Please Select a Campus

Alta Vista	
Aoy	
Barron	Johnson
Beall	Kohlberg
Bliss	Lamar
Bond	Lee
Bonham	Logan
Bradley	Lundy
Burleson	MacArthur Elem.-Inter.
Burnet	Mesita
Cielo Vista	Milam
Clardy	Moreno
Clendenin	Moye
Coldwell	Newman
Colin Powell	Nixon
Collins	Park
Cooley	Polk
Crockett	Putnam
Crosby	Rivera
Douglass	Roberts
Dowell	Rusk
Fannin	Schuster
Green	Stanton
Guerrero	Tippin
Hart	Tom Lea
Hawkins	Travis
Herrera	Vilas
Hillside	Western Hills
Hughey	Whitaker
	Zach White
	Zavala

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

Please answer the following questions	Always	Sometimes	Not Very Often	Never
1. My teachers tell me how well I am doing in school.				
2. My teachers tell my parents how well I am doing.				
3. I ask my teachers for help when I don't understand.				
4. Homework assignments are just right (not too easy and not too hard).				
5. I feel like I am prepared for all tests.				
6. I see a connection between what I am learning and everyday life.				
7. Teachers at this school care about my learning.				
8. This school provides me with many tools to help me learn.				
9. My teachers do a good job of teaching.				
10. I work hard on my assignments at school.				

Please answer the following questions	Always	Sometimes	Not Very Often	Never
11. I always finish homework when it is assigned.				
12. Overall, I feel I am receiving a good education at this school.				
13. I use the library at school.				
14. I use computers to help with my assignments.				
15. If I need to get information from the internet, I can do so easily at my school.				
16. I have access to a computer with internet connection after school.				
17. I use a computer at home.				
18. Teachers and administrators at this school work well together.				
19. The school staff takes quick action when problems occur.				
20. Most of the students behave well at my school.				
21. My school is safe and orderly.				
22. My parents feel welcome at my school.				
23. My school is kept clean.				
24. My school is a good place to learn.				
25. Discipline at this school is handled fairly.				

Is there something we forgot to ask? Is there a comment you would like to make that was not covered in the survey? Please take a moment to add your thoughts in the space below:

Thank you for the contribution of your time and opinions to improve the quality of your school and EPI SD. Please click the 'Next' button to exit.

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011
2010-2011 EPI SD School Effectiveness Student Survey
Middle-High Schools

The School District wants to know what you think about your school. Please take a few minutes to answer this survey. Your answers are confidential. Please choose the response that closely matches your opinion. We will only use them for planning purposes.

You must respond to every item in each set of questions in order for the next set of questions to appear. A message will appear below any question left unanswered.

Thank you for your time and cooperation.

Please enter your ID number. (We are only asking this to prevent students from taking the survey more than once.)

What Grade level are you in?

What is your school? (If you split time between campuses, answer for your HOME campus.)

- | | |
|---|--|
| <input type="radio"/> Please choose one | <input type="radio"/> GUILLEN MIDDLE |
| <input type="radio"/> ANDRESS H S | <input type="radio"/> HENDERSON MIDDLE |
| <input type="radio"/> AUSTIN H S | <input type="radio"/> HORNEDO MIDDLE |
| <input type="radio"/> BOWIE H S | <input type="radio"/> LINCOLN MIDDLE |
| <input type="radio"/> BURGES H S | <input type="radio"/> MAGOFFIN MIDDLE |
| <input type="radio"/> CHAPIN HS | <input type="radio"/> MOREHEAD MIDDLE |
| <input type="radio"/> CORONADO H S | <input type="radio"/> RICHARDSON MIDDLE |
| <input type="radio"/> EL PASO H S | <input type="radio"/> ROSS MIDDLE |
| <input type="radio"/> FRANKLIN H S | <input type="radio"/> TERRACE HILLS MIDDLE |
| <input type="radio"/> IRVIN H S | <input type="radio"/> WIGGS MIDDLE |
| <input type="radio"/> JEFFERSON H S | <input type="radio"/> MACARTHUR EL-INT |
| <input type="radio"/> SILVA HEALTH MAGNET | <input type="radio"/> ALTA VISTA EL |
| <input type="radio"/> TRANSMOUNTAIN EARLY COLLEGE H S | <input type="radio"/> AOY EL |
| <input type="radio"/> ARMENDARIZ MIDDLE | <input type="radio"/> BARRON EL |
| <input type="radio"/> BASSETT MIDDLE | <input type="radio"/> BEALL EL |
| <input type="radio"/> BROWN MIDDLE | <input type="radio"/> BLISS EL |
| <input type="radio"/> CANYON HILLS MIDDLE | <input type="radio"/> BONHAM EL |
| <input type="radio"/> CHARLES MIDDLE | <input type="radio"/> BRADLEY EL |
| | <input type="radio"/> BURLESON EL |

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

- BURNET EL
- CIELO VISTA EL
- CLARDY EL
- CLENDENIN EL
- COLDWELL EL
- COLIN L POWELL EL
- COLLINS EL
- COOLEY EL
- CROCKETT EL
- CROSBY EL
- DOUGLASS EL
- DOWELL EL
- FANNIN EL
- GREEN EL
- GUERRERO EL
- H R MOYE EL
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- MITZI BOND ELEMENTARY
- MORENO EL
- NEWMAN EL
- TELLES ACADEMY JJAEP
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- ROBERTS EL
- RUSK EL
- SCHUSTER EL
- STANTON EL
- TIPPIN ELEMENTARY
- TOM LEA JR EL
- TRAVIS EL
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- WESTERN HILLS EL
- WHITAKER EL
- WILLIAM C HERRERA EL
- ZACH WHITE EL
- ZAVALA EL
- ABOUT FACE JJAEP
- ABOUT FACE PROGRAM EL
- CAREER & TECH ED CTR
- DELTA ACADEMY
- DR LORENZO G LAFARELLE JJAEP
- DR LORENZO G LAFARELLE MIDDLE
- EL PASO PSYCHIATRIC CTR
- HOSPITAL CLASS
- OCCUPATIONAL CTR
- SCHOOL-AGE PARENT CTR
- SUNSET H S
- TELLES ACADEMY

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

Clear and Shared Focus

Knowing the direction and purpose in an organization is essential. When the vision is shared, everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Don't Know
1. My school has a clear sense of purpose and mission.					
2. I have a clear understanding of what the school is trying to achieve.					
3. I know why it is important for me to learn what is being taught.					
4. The main focus of my school is improving student learning.					
5. I am learning skills and knowledge that prepare me for the future.					

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

High Standards and Expectations

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Don't Know
6. The lessons in my classes prepare me for the TAKS tests.					
7. School assignments challenge me to think and solve problems.					
8. My schoolwork is meaningful and prepares me for the next grade level, college or trade school.					
9. Teachers use a variety of approaches and activities to help me learn.					
10. I try hard to produce quality school work.					
11. Teachers give me extra help if I don't understand something.					
12. My teacher talks to me regularly about the quality of my school work.					
13. My grades are determined in a fair and consistent manner.					
14. Teachers at my school expect all students to work hard.					
15. Teachers at my school expect all students to succeed, no matter who they are.					
16. Some of my assignments and classwork are done in groups.					
17. My classes are usually interesting.					
18. Teachers make it clear what I am supposed to learn.					
19. Tests and quizzes are related to the material and ideas we are supposed to learn.					

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

Effective School Leadership

Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Don't Know
20. I know how to get help from an adult at school if I need it.					
21. The administration at my school is fair and honest.					
22. The principal at my school expects all faculty, staff and students to meet high standards.					
23. My campus's administration promotes openness, sharing and discussion.					
24. The principal at my school creates a team atmosphere.					
25. I like the way the administration manages my school.					
26. Adults who work at my school care about all students, not just a few.					

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

Supportive Learning Environment

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Don't Know
27. School personnel take prompt action when problems occur.					
28. Discipline policies are handled fairly.					
29. Substance abuse is not a problem at my school.					
30. Possession of weapons at my school is not a problem.					
31. I feel safe when I am at school.					
32. The school environment makes it easy to learn.					
33. I feel free to express my ideas and opinions at school.					
34. I respect those who are different from me.					
35. The teachers and other adults in my school show respect for each other.					
36. Students at my school show school spirit and school pride.					
37. My school is clean.					
38. I like this school.					
39. My teachers care about me.					
40. I respect the teachers at my school.					

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

High Levels of Community and Parent Involvement

There is a sense that all educational stakeholders (parents, students, all school personnel, community colleges, universities, businesses, etc) have a responsibility to educate students. All stakeholders play a vital role in this effort.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Don't Know
41. My school gets help from many community partners to support programs.					
42. My teachers make special efforts to contact my family if I am having problems learning.					
43. Teachers regularly provide information to my parents about how I am doing at school.					
44. Many parents and adults from the community come and help at our school.					
45. My parents feel welcomed at my school.					
46. Communication from my school to my family is clear and understandable.					
47. School personnel listen carefully when I express opinions and concerns.					
48. The school staff helps me understand my test(s) results.					
49. The faculty and staff encourage my parents to get involved at my school.					
50. The administrative staff is available to parents when needed.					
51. I get help on my school work at home from my parents/guardians or other family members.					

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

Resources and Technology

Resources and technology in schools include such items as textbooks, supplies, laboratory equipment, computers, software, Internet access, libraries, and support staff.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Don't Know
52. I have access to a variety of resources (computers, library materials, equipment) to help me be successful.					
53. The campus library is well equipped to handle the needs of all the students at this school.					
54. I have quick and easy access to the internet for instructional assistance at my school.					
55. I often use the resources in the library.					
56. I have access to computers at several locations on my campus.					
57. Computer and networking problems are taken care of quickly at my school.					
58. My teachers regularly use technology in classroom lessons and assignments.					
59. I use the computer for many school assignments (research, presentations, homework, tutorial assistance, etc.)					
60. Students at my school can participate in many different school activities (sports, clubs, student council, etc.).					

If you could improve one thing at your school, what would it be and explain how you would go about improving it.

Thank you for taking the School Effectiveness Student Survey for the 2010-11 school year. Please click on the 'Next' button to return to the EPI SD home page.

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

2010-2011 EPI SD School Effectiveness Parent Survey
2010-2011 Encuesta De Padres Sobre La Efectividad De Las Escuelas

The School District wants to know what you think about your child's school. Please take a few minutes to answer this survey. Your answers are confidential. Please choose the response that closely matches your opinion. We will only use them for planning purposes. You must respond to every item in each set of questions in order for the next set of questions to appear. A message will appear under any questions left unanswered.

Thank you for your time and cooperation.

El distrito escolar quiere saber lo que piensa acerca de la escuela de su hijo(a). Por favor, tómesese unos cuantos minutos para responder a esta encuesta. Sus respuestas son confidenciales. Por favor elija la respuesta más cercana a su opinión. Nosotros sólo las utilizaremos para planificación. Usted debe responder a cada elemento de cada conjunto de preguntas para que la siguiente serie de preguntas aparezca. Un mensaje parecerá a la cabeza de la pantalla que pone sobre aviso usted si cualquier pregunta fue dejada no contestada.

Gracias por su tiempo y cooperación

Please select one of the following two languages. *Por favor escoja uno de los dos idiomas.*

- English (*Inglés*)
- Spanish (*Español*)

What is your child's school? (If your child split time between campuses, answer for their HOME campus.) *Cuál es el nombre de la escuela que su hijo(a) asiste? Si su hijo(a) atiende dos escuelas, conteste las preguntas basado en la escuela principal.*

- Please select a campus.
- ANDRESS H S
- AUSTIN H S
- BOWIE H S
- BURGESS H S
- CHAPIN HS
- CORONADO H S
- EL PASO H S
- FRANKLIN H S
- IRVIN H S
- JEFFERSON H S
- SILVA HEALTH MAGNET
- TRANSMOUNTAIN EARLY COLLEGE H S
- ARMENDARIZ MIDDLE
- BASSETT MIDDLE
- BROWN MIDDLE
- CANYON HILLS MIDDLE
- CHARLES MIDDLE
- GUILLEN MIDDLE
- HENDERSON MIDDLE
- HORNEDO MIDDLE
- LINCOLN MIDDLE
- MAGOFFIN MIDDLE
- MOREHEAD MIDDLE
- RICHARDSON MIDDLE
- ROSS MIDDLE
- TERRACE HILLS MIDDLE
- WIGGS MIDDLE
- MACARTHUR EL-INT

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

- ALTA VISTA EL
- AOY EL
- BARRON EL
- BEALL EL
- BLISS EL
- BONHAM EL
- BRADLEY EL
- BURLESON EL
- BURNET EL
- CIELO VISTA EL
- CLARDY EL
- CLENDENIN EL
- COLDWELL EL
- COLIN L POWELL EL
- COLLINS EL
- COOLEY EL
- CROCKETT EL
- CROSBY EL
- DOUGLASS EL
- DOWELL EL
- FANNIN EL
- GREEN EL
- GUERRERO EL
- H R MOYE EL
- HART EL
- HAWKINS EL
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- JOHNSON EL
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- MARGUERITE J LUNDY EL
- MESITA EL
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- SCHOOL-AGE PARENT CTR
- SUNSET H S
- TELLES ACADEMY
- TELLES ACADEMY J J A E P

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

What grade level is your child in? Que nivel de grado esta su hijo(a)?

- Please select a grade level.
- | | | |
|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> EE | <input type="radio"/> 04 | <input type="radio"/> 10 |
| <input type="radio"/> PK | <input type="radio"/> 05 | <input type="radio"/> 11 |
| <input type="radio"/> KG | <input type="radio"/> 06 | <input type="radio"/> 12 |
| <input type="radio"/> 01 | <input type="radio"/> 07 | |
| <input type="radio"/> 02 | <input type="radio"/> 08 | |
| <input type="radio"/> 03 | <input type="radio"/> 09 | |

CLEAR AND SHARED FOCUS Knowing the direction and purpose in an organization is essential. When the vision is shared, everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus. **ENFOQUE CLARO Y COMPARTIDO** Conocer la dirección y propósito en una organización es esencial. Cuando la visión es compartida todos están implicados y todos entienden su papel en el logro de la visión. La visión se desarrolla a partir de creencias y valores comunes, la creación de un enfoque coherente.

	Strongly Agree En completo acuerdo	Agree De acuerdo	Disagree En desacuerdo	Strongly Disagree En completo desacuerdo	No Opinion/ Don't Know No sé
1. My child's school has a clear sense of purpose and mission. La escuela de mi hijo(a) tiene un claro sentido de su propósito y su misión.					
2. I have a clear understanding of what the school is trying to achieve. Entiendo claramente lo que la escuela esta tratando de lograr.					
3. I support the goals of my child's school. Apoyo las metas que se han fijado en la escuela.					
4. The primary emphasis of my child's school is improving student learning. La escuela de mi hijo(a) tiene como principal énfasis el mejorar el aprendizaje de los estudiantes.					
5. My child is learning skills and knowledge that prepares him/her for the future. Mi hijo(a) esta aprendiendo conocimientos y habilidades que lo preparan para el futuro.					

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

HIGH STANDARDS AND EXPECTATIONS Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study. MEDIDAS ALTAS Y EXPECTATIVAS Los maestros y el personal creen que todos los estudiantes pueden aprender y que pueden enseñar a todos los estudiantes. Hay reconocimiento de barreras para algunos estudiantes de vencer, pero las barreras no son insuperables. Los estudiantes se comprometen en un plan ambicioso y riguroso.

	Strongly Agree En completo acuerdo	Agree De acuerdo	Disagree En desacuerdo	Strongly Disagree En completo desacuerdo	No Opinion/ Don't Know No sé
6. My child's curriculum is aligned with state standards (TEKS). El programa escolar de mi hijo(a) cumple con las normas del estado (TEKS).					
7. My school assignments challenge my child to think and solve problems. Las tareas escolares ofrecen un reto a mi hijo(a) para aprender a pensar y resolver problemas.					
8. Schoolwork is meaningful and relevant to my child. El trabajo escolar tiene sentido y es de importancia para mi hijo(a).					
9. Teachers use a variety of approaches and activities to help my child learn. Los maestros utilizan una variedad de enfoques y actividades para ayudarle a mi hijo(a) a aprender.					
10. Teachers modify their instructional practices based on various forms of assessment information to meet my child's individual needs. Para satisfacer las necesidades individuales del estudiante, los maestros modifican sus métodos de enseñanza basándose en la información de diferentes tipos de evaluaciones.					
11. Teachers give my child extra help if it is needed. Los maestros le ofrecen ayuda adicional a mi hijo(a) cuando es necesaria.					
12. My child regularly receives detailed feedback about the quality of his/her work. Mi hijo(a) recibe observaciones detalladas periódicamente sobre la calidad de su trabajo.					
13. My child's grades are determined in a fair and consistent manner. Las calificaciones de mi hijo(a) se determinan de manera justa y consistente.					
14. The school has a clear and uniform policy defining homework expectations. Esta escuela tiene una política clara y uniforme para definir las expectativas de las tareas.					

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

EFFECTIVE SCHOOL LEADERSHIP Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth. **LIDERAZGO EFECTIVO ESCOLAR** El liderazgo efectivo es necesario para aplicar los procesos de cambio dentro de la escuela. Este liderazgo toma muchas formas. Los directores a menudo juegan este papel, pero también lo hacen los maestros y demás personal, incluido los de la oficina del distrito. Los líderes efectivos abogan, nutren, y sostienen una cultura escolar y el programa de instrucción propicias para el aprendizaje del estudiante y el crecimiento personal profesional.

	Strongly Agree En completo acuerdo	Agree De acuerdo	Disagree En desacuerdo	Strongly Disagree En completo desacuerdo	No Opinion/ Don't Know No sé
15. Campus leaders at my child's school advocate for effective instruction for all students. El liderazgo de la escuela de mi hijo(a) promueve una enseñanza efectiva para todos los estudiantes.					
16. People in leadership roles at my child's school are fair and act with integrity. Las personas que desempeñan posiciones de liderazgo en la escuela son justos y actúan con integridad.					
17. The principal at my child's school expects all faculty, staff and students to meet high standards. El director(a) de las escuela de mi hijo(a) espera que todos los maestros, personal y estudiantes cumplan con estándares altos.					
18. Administration promotes openness, sharing and discussion. La administración de la escuela promueve franqueza, colaboración, y el intercambio de idus.					
19. The principal at my child's school creates a team atmosphere. El director(a) de la escuela de mi hijo(a) promueve un ambiente de equipo.					
20. I am pleased with the leadership at my child's school. Estoy contento(a) con los directores de la escuela de mi hijo(a).					
21. The administration encourages my child to learn. Los directores de la escuela se preocupan por mi hijo(a).					

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

SAFE AND SUPPORTIVE LEARNING ENVIRONMENT The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers. **AMBIENTE CONDUCIVO AL APRENDIZAJE** La escuela tiene un ambiente seguro y civil, sano e intelectualmente estimulante de aprendizaje. Los estudiantes se sienten respetados y conectados con el personal, y están inmersos en el aprendizaje. La instrucción es personalizada y el ambiente de aprendizaje en grupos chicos aumenta contacto de estudiantes con los profesores.

	Strongly Agree En completo acuerdo	Agree De acuerdo	Disagree En desacuerdo	Strongly Disagree En completo desacuerdo	No Opinion/ Don't Know No sé
22. School personnel take prompt action when problems occur. El personal de la escuela toma una acción inmediata cuando surgen problemas.					
23. Substance abuse is not a problem at my child's school. El abuso de sustancias ilegales no es un problema en la escuela de mi hijo(a).					
24. Discipline policies at my child's school are administered fairly. Las reglas de disciplina de la escuela de mi hijo(a) se administran justamente.					
25. Possession of weapons at my child's school is not a problem. La posesión de armas no es un problema en la escuela de mi hijo(a).					
26. My child feels safe on his/her property Mi hijo(a) se siente seguro en su escuela.					
27. My child's school environment is conducive to learning. El ambiente de la escuela de mi hijo(a) es conducente al aprendizaje.					
28. School personnel demonstrate respect for individual differences. El personal de la escuela de mi hijo(a) muestra respeto por las diferencias individuales.					
29. Students demonstrate respect for individual differences. Los alumnos muestran respeto por las diferencias individuales.					
30. At my child's school, staff members show trust in and respect for each other. En la escuela de mi hijo(a) el personal muestra confianza y respeto mutuo.					
31. There is evidence of school spirit and pride at my child's school. En la escuela de mi hijo(a) se manifiesta el entusiasmo y el orgullo.					
32. The school building and grounds are clean and well maintained. Los edificios y áreas exteriores están limpias y bien conservadas.					
33. My child enjoys attending school. Mi hijo disfruta ir a la escuela.					

EL PASO INDEPENDENT SCHOOL DISTRICT

Effective Schools Survey 2011

HIGH LEVELS OF COMMUNITY AND PARENTAL INVOLVEMENT There is a sense that all educational stakeholders (parents, students, all school personnel, community colleges, universities, businesses, etc) have a responsibility to educate students. All stakeholders play a vital role in this effort. **LOS NIVELES ALTOS DE LA COMUNIDAD Y PARTICIPACIÓN DE PADRES** Hay un sentido de que todos los agentes educativos (padres, alumnos, personal de la escuela, los colegios comunitarios, universidades, empresas, etc.) tienen la responsabilidad de educar a los estudiantes. Todas las partes interesadas juegan un papel vital en este esfuerzo.

	Strongly Agree En completo acuerdo	Agree De acuerdo	Disagree En desacuerdo	Strongly Disagree En completo desacuerdo	No Opinion/ Don't Know No sé
34. My child's school works with many community organizations to support our students. La escuela de mi hijo trabaja en conjunto con las organizaciones de la comunidad para apoyar a sus alumnos.					
35. School personnel make a special effort to contact me if my child is struggling academically. Si mi hijo esta teniendo problemas académicos, el personal de la escuela hace un esfuerzo especial para ponerse en contacto conmigo.					
36. Teachers regularly provide feedback about academic progress. Los profesores ofrecen sus observaciones periódicamente sobre el avance académico de mi hijo(a).					
37. Many parents and community members are involved as volunteers at the school. Muchos padres de familia y miembros de la comunidad participan como voluntarios en la escuela.					
38. I feel welcomed at my child's school. Me siento bienvenido en la escuela de mi hijo(a).					
39. My child's school communicates its goals effectively to families and the community. La escuela de mi hijo comunica sus metas de forma efectiva a las familias y a la comunidad.					
40. School personnel listen carefully when I express opinions and concerns. El personal de la escuela escucha con atención cuando expreso mis opiniones y preocupaciones.					
41. The school explains to me the results of tests my child takes. La escuela me explica los resultados de las pruebas que toma mi hijo(a).					
42. The faculty and staff at my child's school encourage parents to be involved. Los profesores y el personal de la escuela de mi hijo animan a padres de familia que visiten la escuela.					
43. The administrative staff is accessible to parents at my child's school. El personal administrativa de la escuela de mi hijo(a) es accesible a los padres de familia.					

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

If you could improve one thing at your child's school, what would it be and explain how you would go about improving it. Si usted pudiera mejorar una cosa en la escuela de su hijo(a), que seria y explique como lo haria para mejorarlo.

Thank you for your, time, honesty, and thoughtful consideration. Please click on the 'Next' button when you are through. *Gracias por su tiempo, su honestidad, y toda su consideración al contestar estas preguntas. Por favor oprima el botón "NEXT" cuando termine.*

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

2010-2011 School Effectiveness Survey:
Professional Faculty and Staff

The purpose of this survey is to obtain your perceptions about your school's effectiveness in the following areas: Vision, Standards/Expectations, Focused Professional Development, Instructional Leadership, Collaboration/Communication, Learning Environment/Safe Schools, Family and Community Involvement, and Resources and Technology. The results of this survey will be used to improve the campus/district planning process. All responses will be kept anonymous. Please choose the response that closely matches your opinion.

You must respond to every item in each set of questions in order for the next set of questions to appear. A message will appear below any question left unanswered.

Select your campus.

- Please select a campus.
- ANDRESS H S
- AUSTIN H S
- BOWIE H S
- BURGESS H S
- CHAPIN HS
- CORONADO H S
- EL PASO H S
- FRANKLIN H S
- IRVIN H S
- JEFFERSON H S
- SILVA HEALTH MAGNET
- TRANSMOUNTAIN EARLY COLLEGE H S
- ARMENDARIZ MIDDLE
- BASSETT MIDDLE
- BROWN MIDDLE
- CANYON HILLS MIDDLE
- CHARLES MIDDLE
- GUILLEN MIDDLE
- HENDERSON MIDDLE
- HORNEDO MIDDLE
- LINCOLN MIDDLE
- MAGOFFIN MIDDLE
- MOREHEAD MIDDLE
- RICHARDSON MIDDLE
- ROSS MIDDLE
- TERRACE HILLS MIDDLE
- WIGGS MIDDLE
- MACARTHUR EL-INT
- ALTA VISTA EL
- AOY EL
- BARRON EL
- BEALL EL
- BLISS EL
- BONHAM EL
- BRADLEY EL
- BURLESON EL
- BURNET EL
- CIELO VISTA EL
- CLARDY EL
- CLENDENIN EL
- COLDWELL EL
- COLIN L POWELL EL
- COLLINS EL
- COOLEY EL
- CROCKETT EL
- CROSBY EL

EL PASO INDEPENDENT SCHOOL DISTRICT
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- DOUGLASS EL
- DOWELL EL
- FANNIN EL
- GREEN EL
- GUERRERO EL
- H R MOYE EL
- HART EL
- HAWKINS EL
- HILLSIDE EL
- HUGHEY EL
- JOHNSON EL
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- LAMAR EL
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- LOGAN EL
- MARGUERITE J LUNDY EL
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- STANTON EL
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- OCCUPATIONAL CTR
- SCHOOL-AGE PARENT CTR
- SUNSET H S
- TELLES ACADEMY
- TELLES ACADEMY J J A E P
- Homebound
- Psychiatric Ctr
- Regional Deaf Program

EL PASO INDEPENDENT SCHOOL DISTRICT
Effective Schools Survey 2011

Clear and Shared Focus

Knowing the direction and purpose in an organization is essential. When the vision is shared, everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Don't Know
1. Our school has a clear sense of purpose.					
2. The District goals are clear and focused.					
3. I have a clear understanding of what the school is trying to achieve.					
4. I have a clear understanding of what the District is trying to achieve.					
5. The staff shares a common understanding of what the school wants to achieve.					
6. Our campus staff is committed to achieving the school's goals.					
7. Our campus staff keeps the school's goals in mind when making important decisions.					
8. Our school's primary emphasis is improving student learning.					

EL PASO INDEPENDENT SCHOOL DISTRICT
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High Standards and Expectation

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Don't Know
9. Our school's curriculum is aligned with state standards (TEKS).					
10. Instructional staff has a good understanding of the state standards in the areas they teach.					
11. Instructional materials that are aligned with the TEKS are available to staff.					
12. School assignments challenge students' abilities.					
13. Schoolwork is relevant to students.					
14. Teachers use a variety of approaches and activities to help students learn.					
15. Our staff uses TAKS results to help plan instructional activities.					
16. Instructional programs meet the needs of students with special needs.					
17. Our school prepares students for the next grade level, college, or vocational preparation.					
18. Teachers modify their instructional practices based on various forms of assessment information.					
19. Instruction builds on what students already know.					
20. Reteaching experiences are utilized for students when necessary.					
21. Students receive regular feedback about what they need to do to improve.					
22. I utilize cooperative learning/team dynamics strategies regularly in my classroom.					

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Focused Professional Development

Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and targets high need areas.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Don't Know
23. Assessment results are used to determine professional learning activities.					
24. Staff members get help in areas they need to improve.					
25. Professional development activities are consistent with school goals.					
26. Our instructional staff view themselves as learners as well as teachers.					
27. Faculty and staff have input to design and select professional development.					
28. I am aware of professional development opportunities offered by the district.					
29. The professional development that I have received has improved the quality of my instruction.					
30. The professional development that I have received has positively affected student learning at this campus.					
31. My campus works with other campuses in our feeder pattern to align the curriculum vertically.					
32. Professional development activities are appropriate for my needs.					
33. I have had training in Team Dynamics/Cooperative Learning strategies appropriate for the subject(s) and grade level(s) that I teach.					

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Effective School Leadership

Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Don't Know
34. Campus leaders advocate for effective instruction for all students.					
35. Many staff members serve in leadership roles.					
36. People in leadership roles act with integrity.					
37. Leaders hold themselves and staff accountable for improving student learning.					
38. School administrators consider various viewpoints when making decisions.					
39. Our school leadership cares about me.					
40. Our principal communicates high standards to all faculty and staff.					
41. Teaching and learning are the focus of staff observations and evaluations.					
42. Teachers receive regular feedback on how they are doing.					
43. Administration recognizes staff members/me for a job well done.					
44. School administration consistently follows district rules and policies.					
45. Administration promotes openness, sharing and discussion.					

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High Levels of Collaboration and Communication

There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Don't Know
46. Our school uses a system to obtain a variety of perspectives when making decisions.					
47. Teachers discuss teaching issues on a regular basis.					
48. Staff members work together to solve problems related to school issues.					
49. Our staff works in teams across grade levels/content areas to help increase student learning.					
50. Staff routinely work together to plan what will be taught.					
51. Teachers provide feedback to each other to help improve instructional practices					
52. Staff members trust each other.					
53. I can trust the information I receive from the District.					
54. District employees can contribute to policy and planning.					
55. Our district, for the most part, adapts quickly and appropriately to internal and external changes.					
56. Our District has the ability to foresee problems and solve them appropriately.					
57. I am an important part of the EPISD "family."					

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Supportive Learning Environment

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Don't Know
58. School personnel take prompt action when problems occur.					
59. Discipline policies at this school are administered fairly.					
60. School rules are consistently enforced.					
61. School has a safe and orderly environment.					
62. Substance abuse is not a problem at this school.					
63. Possession of weapons at this school is not a problem.					
64. School personnel are knowledgeable of campus security procedures/crisis plans.					
65. Students and staff feel safe on school property.					
66. Our school environment is conducive to learning.					
67. Teachers show they care about all students.					
68. Student discipline problems are managed well.					
69. There are few interruptions of instructional time at this school.					

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High Levels of Community and Parent Involvement

There is a sense that all educational stakeholders (parents, students, all school personnel, community colleges, universities, businesses, etc) have a responsibility to educate students. All stakeholders play a vital role in this effort.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Don't Know
70. Our staff believes students learn more through effective family support.					
71. Our school works with many community organizations to support our students.					
72. Our school makes a special effort to contact the families of students who are struggling academically.					
73. Teachers regularly provide feedback to parents and students about academic progress and behavior.					
74. Our school provides ample information to families about how to help students succeed in school.					
75. Many parents are involved as volunteers at our school.					
76. Parents are welcomed at our school.					
77. Teachers have frequent communication with the families of their students.					

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Resources and Technology

Resources and technology in schools include such items as textbooks, supplies, laboratory equipment, computers, software, Internet access, libraries, and support staff.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion/ Don't Know
78. Most of my colleagues use the EPISD email.					
79. Minor school repairs are handled promptly.					
80. My campus has a technology specialist that is available to assist teachers on integrating technology into instruction.					
81. I have been given appropriate staff development on technology-related issues.					
82. I am skilled with the use of technology as it relates to my subject area.					
83. I use the internet as an instructional tool in my classroom.					
84. Teachers at my campus regularly integrate technology into lessons.					
85. The campus library is well equipped to handle student needs at this campus.					
86. Students can access computers at many locations in my school.					
87. Students can quickly and easily access the internet at my campus.					
88. Students have access to a variety of resources to help them succeed.					

Is there something we forgot to ask? Is there a comment you would like to make that was not covered in the survey? Please take a moment to add your thoughts in the space below:

Thank you for the contribution of your time and opinions to improve the quality of your school and EPISD. Please click the 'Next' button to exit.