General School Climate

	Andrews			All EL
	2011	2012	2013	2013
All campus staff are friendly to each other.	80%	81%	89%	84%
All campus staff exhibit pride in their affiliation with the school.	85%	81%	89%	88%
All campus staff are willing to go out of their way to help.	77%	86%	79%	83%
All campus staff accomplish their jobs with enthusiasm.	64%	71%	74%	79%
All campus staff are committed to their jobs.	75%	84%	81%	86%
The goals of my school are made clear.	96%	93%	98%	91%

Use of Time

In an average week, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?
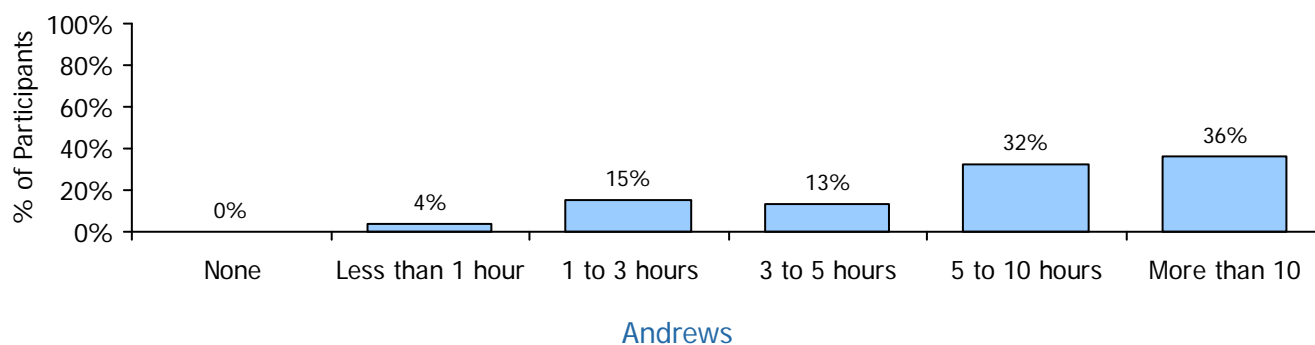
Andrews

	Andrews			All EL
	2011	2012	2013	2013
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	47%	44%	56%	56%
Teachers have time available to collaborate with colleagues.	54%	72%	53%	59%
The non instructional time provided for teachers in my school is sufficient.	36%	51%	39%	46%

Facilities and Resources

	Andrews			ALL EL
	2011	2012	2013	2013
Teachers have sufficient access to appropriate instructional materials.	87%	79%	81%	84%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	77%	79%	87%	83%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	62%	76%	87%	82%
Teachers have sufficient training and support to fully utilize the available instructional technology.	67%	64%	73%	70%
Teachers have sufficient access to a broad range of professional support personnel.	87%	89%	85%	80%
The physical environment of classrooms in this school supports teaching and learning.+	81%	89%	86%	93%
The school environment is clean and well maintained.+	98%	90%	97%	94%
Teachers have adequate space to work productively.	79%	83%	79%	85%

Note. +Includes responses from teaching and nonteaching staff.

				ALL EL
	2011	2012	2013	2013
The faculty and leadership have a shared vision.	83%	87%	92%	
Teachers feel comfortable raising issues and concerns that are important to them.	76%	74%	79%	
The school leadership consistently supports teachers.	83%	80%	85%	
	92%	96%	96%	
	98%	98%	100%	
	96%	95%	86%	
	88%	91%	92%	
	89%	93%	84%	
	87%	84%	83%	
	86%	80%	83%	
	91%	96%	92%	
	*	*	91%	
	*	*	100%	
	*	*	92%	
	*	*	98%	
	*	*	96%	
	*	*	98%	

The school leadership makes a sustained effort to address teacher concerns about:	Andrews 2011	Andrews 2012	Andrews 2013	ALL EL 2013
The use of time in my school	73%	80%	82%	80%
Facilities and resources	96%	91%	94%	91%
Community support and involvement	94%	93%	92%	90%
Managing student conduct	79%	76%	90%	82%
Teacher leadership	90%	91%	96%	89%
School leadership	84%	89%	96%	88%
Professional development	90%	98%	92%	90%
Instructional practices and support	90%	93%	94%	90%
New teacher support	84%	95%	96%	86%
Achievement Press	*	100%	88%	91%

Teacher Leadership

	Andrews 2011	Andrews 2012	Andrews 2013	ALL EL 2013
Teachers are recognized as educational experts.	82%	84%	91%	85%
Teachers are trusted to make sound professional decisions about instruction.	87%	80%	89%	85%
Teachers are relied upon to make decisions about educational issues.	90%	91%	85%	86%
Teachers are encouraged to participate in school leadership roles.	96%	93%	96%	90%
The faculty has an effective process for making group decisions to solve problems.	90%	77%	84%	78%
In this school we take steps to solve problems.	100%	85%	90%	85%
Teachers are effective leaders in this school.	96%	87%	90%	90%
Teachers have an appropriate level of influence on decision making in this school.	*	80%	82%	78%

75%
75%
95%
25%

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Instructional Practice and Support

	Andrews			ALL EL
	2011	2012	2013	2013
State and local assessment data are available in time to impact	98%	93%	91%	
	100%	100%	100%	
	98%	98%	94%	
	96%	96%	94%	
	96%	98%	96%	
	76%	83%	81%	
	83%	81%	71%	

Community Support and Engagement

	Andrews			ALL EL
	2011	2012	2013	2013
Parents/guardians are influential decision makers in this school.	44%		36%	
This school works directly with parents/guardians to improve the educational climate in students' homes.	74%		84%	
This school maintains clear, two-way communication with the community.	98%		96%	
This school does a good job of encouraging parent/guardian involvement.	89%		88%	
Teachers provide parents/guardians with useful information about student learning.	100%		96%	
			80%	
Parents/guardians support teachers, contributing to their success with students.	50%		63%	
Community members support teachers, contributing to their success with students.	60%		73%	
The community we serve is supportive of this school.	70%		67%	

Managing Student Conduct

	Andrews 2011	Andrews 2012	Andrews 2013	ALL EL 2013
Students at this school understand expectations for their conduct.	93%	98%	89%	92%
Students at this school follow rules of conduct.	79%	85%	89%	84%
Policies and procedures about student conduct are clearly understood by the faculty.	88%	95%	93%	91%
Administrators consistently enforce rules for student conduct.	76%	88%	85%	84%
Administrators support teachers' efforts to maintain discipline in the classroom.	84%	88%	89%	87%
Teachers consistently enforce rules for student conduct.	91%	96%	97%	93%
The faculty work in a school environment that is safe.	98%	98%	98%	94%
Non-teaching staff consistently enforce rules for student conduct.	83%	94%	88%	90%

Achievement Press

	Andrews 2011	Andrews 2012	Andrews 2013	ALL EL 2013
The school sets high standards for academic performance.	100%	98%	98%	97%
Teachers in this school believe that their students have the ability to achieve academically.	100%	93%	94%	95%
Parents exert pressure to maintain high standards.	43%	49%	41%	62%
Achievement is recognized and acknowledged by the school.	100%	97%	92%	92%
Parents press for school improvement.	45%	47%	30%	65%
Students in this school can achieve the goals that have been set for them.	98%	95%	94%	94%
Students respect others who get good grades.	92%	96%	96%	91%
Students seek extra work so they can get get good grades.	43%	67%	62%	58%
Students try hard to improve on previous work.	61%	85%	78%	79%
The learning environment is orderly and serious.+	95%	95%	93%	91%

For more information about interpreting and using your TELL AISD data for school improvement, including data use guides, construct worksheets, and other school improvement planning tools, please visit: