



TELL AISD Teaching and Learning Conditions Survey:
Results for 2011 through 2016

Austin High School

School Leadership

ALL
HS
2016

	Austin		
	2011	2012	2013
The faculty and leadership have a shared vision.	78%	85%	88%
Teachers feel comfortable raising issues and concerns that are important to them.	70%	81%	85%
The school leadership consistently supports teachers.	69%	78%	84%
Teachers are held to high professional standards for delivering instruction.	93%	91%	86%
The school leadership facilitates using data to improve student learning.	92%	98%	92%
Teacher performance is assessed objectively.	85%	91%	89%
Teachers receive feedback that can help them improve teaching.	85%	88%	81%
The procedures for teacher evaluation are consistent.	85%	86%	83%
The faculty are recognized for accomplishments.	90%	94%	90%
There is an atmosphere of trust and mutual respect.+	79%	88%	89%
School leadership effectively communicates policy.+	83%	90%	90%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	94%
My principal clearly defines expectations for our school.	*	*	96%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	92%
My principal has a clearly defined mission and vision for my school.	*	*	97%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	98%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	96%

+Includes responses from teaching and nonteaching staff.

The school leadership makes a sustained effort to address teacher concerns about:	Austin						ALL HS
	2011	2012	2013	2014	2015	2016	2016
The use of time in my school	60%	77%	82%	88%	78%	77%	86%
Facilities and resources	87%	90%	88%	96%	87%	81%	85%
Community support and involvement	91%	92%	93%	96%	89%	95%	94%
Managing student conduct	71%	77%	74%	82%	82%	80%	85%
Teacher leadership	85%	89%	91%	92%	90%	92%	93%
School leadership	85%	90%	90%	92%	92%	95%	92%
Professional development	77%	85%	86%	87%	89%	85%	91%
Instructional practices and support	87%	93%	89%	92%	91%	93%	93%
New teacher support	75%	84%	80%	87%	87%	85%	86%
Achievement press	*	92%	90%	91%	91%	91%	93%
General school climate	*	92%	90%	93%	92%	91%	91%

Teacher Leadership

	Austin						ALL HS
	2011	2012	2013	2014	2015	2016	2016
Teachers are recognized as educational experts.	85%	90%	91%	94%	92%	88%	90%
Teachers are trusted to make sound professional decisions about instruction.	87%	90%	93%	95%	93%	94%	92%
Teachers are relied upon to make decisions about educational issues.	80%	89%	91%	95%	91%	91%	91%
Teachers are encouraged to participate in school leadership roles.	90%	95%	96%	97%	95%	93%	94%
The faculty has an effective process for making group decisions to solve problems.	71%	77%	80%	86%	85%	79%	82%
In this school we take steps to solve problems.	91%	90%	91%	91%	91%	93%	90%
Teachers are effective leaders in this school.	90%	96%	95%	97%	92%	93%	93%
Teachers have an appropriate level of influence on decision making in this school.	*	74%	80%	86%	85%	79%	82%

*This item was not asked.

Achievement Press

ALL
HS
2016

Austin

	2011	2012	2013
The school sets high standards for academic performance.	94%		
Teachers in this school believe that their students have the ability to achieve academically.	95%		
Parents exert pressure to maintain high standards.	84%		
Academic achievement is recognized and acknowledged by the school.	96%		
Parents press for school improvement.	90%		
Students in this school can achieve the goals that have been set for them.	97%		
Students respect others who get good grades.	82%		
Students seek extra work so they can get get good grades.	64%		
Students try hard to improve on previous work.	64%		

Th82%

Data Use (continued)

Austin

2016

How frequently do you use data in the following ways?

	Once a year	Once a semester	Once every 2 months	Once a month	Twice a month	Once a week
Comparing test scores for your class across academic years (e.g., how 5th grade class as a whole performed in 3rd and 4th grade).	36%	37%	9%	11%	4%	2%
Examining current year benchmark scores to create classroom instructional groups.	24%	41%	13%	15%	4%	2%
Examining data to identify students in need of intervention.	12%	17%	9%	30%	16%	15%
Collaborating with other educators about data and how it relates to the learning needs of students.	17%	16%	11%	24%	15%	15%

Managing Student Conduct

	Austin						ALL HS
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	82%	83%	79%	87%	81%	81%	86%
Students at this school follow rules of conduct.+	59%	66%	67%	69%	68%	79%	78%
School staff clearly understand policies and procedures about student conduct.**	85%	84%	79%	84%	83%	86%	88%
Administrators consistently enforce rules for student conduct.+	51%	57%	61%	65%	63%	69%	80%
Administrators support teachers' efforts to maintain discipline in the classroom.+	73%	81%	76%	81%	85%	84%	86%
Teachers consistently enforce rules for student conduct.+	66%	63%	67%	76%	71%	66%	76%
All campus staff work in a school environment that is safe.+ **	94%	93%	91%	93%	97%	90%	93%
Non-teaching staff consistently enforce rules for student conduct.+	62%	62%	74%	78%	68%	68%	79%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	80%	84%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	82%	84%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	70%	79%

+Includes responses from teaching and non-teaching staff. *This item was not asked. **This item was slightly reworded in 2016.

Austin

	2011	2012	2013	2014
Teachers in this school use assessment data to inform their instruction.		93%	93%	99%
Teachers work in professional learning communities to develop and align instructional practices.		98%	95%	98%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.		88%	89%	93%
Teachers are encouraged to try new things to improve instruction.		97%	92%	95%
Teachers at my school are assigned classes that maximize their likelihood of success with students.		81%	78%	87%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).		83%	88%	92%

An appropriate amount of time is provided for professional development.	79%
Professional development offerings are data driven.	71%
Professional learning opportunities are aligned with the school's improvement plan.	91%
Professional development is differentiated to meet the needs of individual teachers.	59%
Professional development deepens teachers' content knowledge.	62%
Teachers are encouraged to reflect on their own practice.	87%
Follow up is provided from professional development in this school.	60%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	76%
Professional development is evaluated and results are communicated to teachers.	63%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	80%
Professional development enhances teachers'	80%

Teachers have sufficient access to appropriate instructional materials.	85%	89%	90%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	71%	88%	85%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	73%	83-12(%)	85%
Teachers have sufficient training and support to fully utilize the available instructional technology.	72%	74%	
Teachers have sufficient access to a broad range of professional support personnel.	85%		81%
The physical environment of classrooms in this school supports teaching and learning.+			96%
The school environment is clean and well maintained.+	98%		99%
Teachers have adequate space to work productively.	77%		80%