



TELL AISD Teaching and Learning Conditions Survey:
Results for 2011 through 2015
Akins High School

School Leadership

	Akins				ALL HS
	2011	2012	2013	2014	2015
The faculty and leadership have a shared vision.	82%	50%	57%	63%	
Teachers feel comfortable raising issues and concerns that are important to them.	67%	32%	37%	35%	
The school leadership consistently supports teachers.	71%	37%	47%	49%	
Teachers are held to high professional standards for delivering instruction.	93%	86%	92%	92%	
The school leadership facilitates using data to improve student learning.	95%	91%	95%	92%	
Teacher performance is assessed objectively.	72%	54%	54%	52%	
Teachers receive feedback that can help them improve teaching.	67%	62%	72%	69%	
The procedures for teacher evaluation are consistent.	67%	53%	55%	53%	
The faculty are recognized for accomplishments.	79%	65%	55%	55%	
There is an atmosphere of trust and mutual respect. +	64%	43%	43%		
School leadership effectively communicates policy. +	81%	64%	69%		
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	36%	33%	
My principal clearly defines expectations for our school.	*	*	84%	85%	
My principal provides constructive feedback to teachers toward improving their	*	*	58%	60%	
My principal has a clearly defined mission and vision for my school.	*	*	87%	83%	
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	80%	74%	
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	35%	34%	

+ Includes responses from teaching and nonteaching staff.

The school leadership makes a sustained effort to address teacher concerns about:

	Akins			ALL HS
	2011	2012	2013	2015
The use of time in my school	69%	43%	55%	
Facilities and resources	76%	66%	74%	
Community support and involvement	80%	70%	74%	
Managing student conduct	74%	69%	75%	
Teacher leadership	81%	69%	65%	
School leadership	79%	62%	59%	
Professional development	76%	77%	75%	
Instructional practices and support	84%	69%	69%	
New teacher support	78%	72%	63%	
Achievement press	*	72%	72%	

2013

Teachers are trusted to make sound

40%

45%

65%

46%

74%

66%

35%

Managing Student Conduct

	Akins					ALL HS
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	75%	78%	87%	88%		84%
Students at this school follow rules of conduct.	53%	51%	59%	73%		72%
Policies and procedures about student conduct are clearly understood by the faculty.	82%	81%	87%	86%		83%
Administrators consistently enforce rules for student conduct.	60%	63%	73%	75%		72%
Administrators support teachers' efforts to maintain discipline in the classroom.	77%	74%	84%	83%		83%
Teachers consistently enforce rules for student conduct.	59%	60%	70%	80%		74%
The faculty work in a school environment that is safe.	93%	90%	95%	98%		94%
Non-teaching staff consistently enforce rules for student conduct.	73%	71%	76%	78%		78%

Note: All items in this table include responses from teaching and non-teaching staff.

Instructional Practice and Support

	Akins					ALL HS
	2011	2012	2013	2014	2015	2015
Teachers in this school use assessment data to inform their instruction.	96%	95%	98%	96%	98%	97%
Teachers work in professional learning communities to develop and align instructional practices.	96%	93%	95%	93%	93%	96%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	86%	77%	84%	85%	93%	93%
Teachers are encouraged to try new things to improve instruction.	91%	61%	68%	75%	75%	93%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	58%	53%	49%	52%	68%	80%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	73%	37%	42%	33%	64%	86%

Community Support and Engagement

	Akins					ALL HS
	2011	2012	2013	2014	2015	2015
Parents/guardians are influential decision makers in this school.	35%	35%	28%	33%	48%	68%
This school works directly with parents/guardians to improve the educational climate in students' homes.	67%	51%	59%	60%	78%	84%
This school maintains clear, two-way communication with the community.	74%	68%	71%	73%	84%	90%
This school does a good job of encouraging parent/guardian involvement.	72%	70%	73%	68%	80%	91%
Teachers provide parents/guardians with useful information about student learning.	83%	87%	88%	86%	91%	93%
Parents/guardians know what is going on in this school.	52%	44%	61%	53%	66%	81%
Parents/guardians support teachers, contributing to their success with students.	53%	53%	56%	63%	68%	78%
Community members support teachers, contributing to their success with students.	62%	65%	69%	66%	80%	83%
The community we serve is supportive of this school.	70%	71%	74%	79%	83%	88%

Professional learning opportunities are

81%

87%

86%

47%

53%

88%

54%

Facilities and Resources

	Akins					ALL HS
	2011	2012	2013	2014	2015	2015
Teachers have sufficient access to appropriate instructional materials.	71%	72%	75%	77%		88%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	62%	71%	65%	70%		74%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	46%	62%	69%	58%		76%
Teachers have sufficient training and support to fully utilize the available instructional technology.	62%	59%	55%	61%		77%
Teachers have sufficient access to a broad range of professional support personnel.	86%	79%	76%	78%		89%
The physical environment of classrooms in this school supports teaching and learning.+	90%	89%	92%	95%		89%
The school environment is clean and well maintained.+	97%	94%	98%	99%		92%
Teachers have adequate space to work productively.	84%	86%	85%	88%		84%

Note. + Includes responses from teaching and nonteaching staff.