

## TELL AISD

Since 2004, AISD has studied the relationship of school climate with staff and student outcomes. In 2010, the AISD Office of Educator Quality and Department of Research and Evaluation partnered with the National Teaching and Learning Conditions Initiative (NTLC) to develop a survey designed to measure the elements of teaching and learning conditions most critical to school success. The survey is based on 17 & 2006 schools in 18 states. Respondents are asked for their perceptions on a variety of issues related to student achievement and staff retention, including:

- x Time
- x Leadership
- x Facilities and resources
- x Student behavior management
- x Community support and involvement
- x Professional development
- x Instructional practice and support
- x New teacher support
- x School achievement press
- x General School Climate

	Anderson				All High	
	2011		2012		2012	
	n	%	n	%	n	%
Professional/ Administrative Staff	101	73%	115	86%	1,229	81%
All Campus Staff	143	n/a	143	n/a	1,649	n/a

## SURVEY RESULTS FOR ANDERSON

For each item in the report below, the number displayed represents the percentage of respondents who agreed or strongly agreed with the statement. Most items were asked of only professional and administrative campus staff. However some items were asked of all campus staff. Results are reported separately, when available. Arrows indicate statistically meaningful changes.

	Anderson			All High 2012
	2011	2012	Change	
All Campus Staff	98%	99%		86%
				88%



## Time

Class sizes are reasonable such that teachers have the time available to meet the needs of all students.

Anderson		Change	All High
2011	2012		2012
	33%		

Anderson

All

## Professional Development

	Anderson		Ç E	All High
	2011	2012		2012
Sufficient resources are available for professional development in my school.	83%	97%	Ç	84%
An appropriate amount of time is provided for professional development.	85%	97%	Ç	83%
Professional development offerings are data driven.	85%	94%	Ç	82%
3 U R I H V V L R Q D O O H D U Q L Q J R S S R U W X Q L W L H V Ç improvement plan.	88%	98%	Ç	86%
Professional development is differentiated to meet the needs of individual teachers.	52%	86%	Ç	58%
Professional development deepens teacher s -content knowledge.	55%	94%	Ç	62%



## Managing Student Conduct

	Anderson		All High
2011	2012	EMC	

