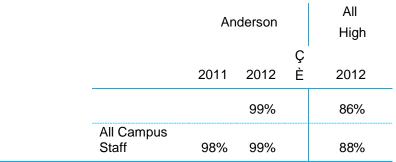


	Anderson			All High		
	2011		2012		2012	
	n	%	n	%	n	%
Professional/ Administrative Staff	101	73%	115	86%	1,229	81%
All Campus Staff	143	n/a	143	n/a	1,649	n/a

SURVEYRESULTS FOR NDERSON

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.



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 ZLWK WKH 1HZ 7 H D F (NTC) Teaching and Learning Conditions Initiative 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& V UHVH 20,000 F st cholo OBs in 18 states. Respondents are asked for their perceptions on a variety of issues related student to achievement and staff retent ion, 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	
Time	2011	2012	Ç È	2012
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	33%			

2011 and 2012 TELL AISD Results for Anderson

Anderson

All

	Anderson		All High	
Professional Development	2011	2012	Ç È	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%
3URIHVVLRQDO OHDUQLQJ RSSRUWXQLWLHV E 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%

2011 and 2012 TELL

