



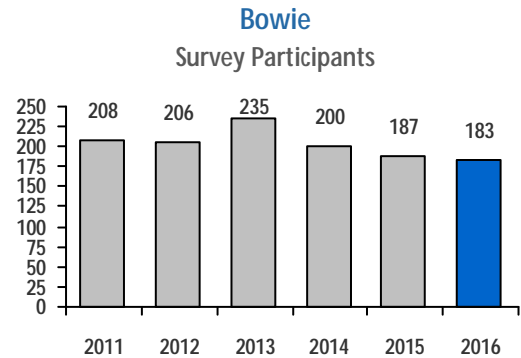
TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

Bowie High School

The Teaching, Empowering, Leading and Learning (TELL) AISD Survey gathers information about school conditions from the educators working in schools. TELL obtains perceptions on a variety of issues related to student achievement and staff retention. In 2016, 5,309 AISD teachers (91%) and 3,092 other campus employees completed the survey.

Survey Results

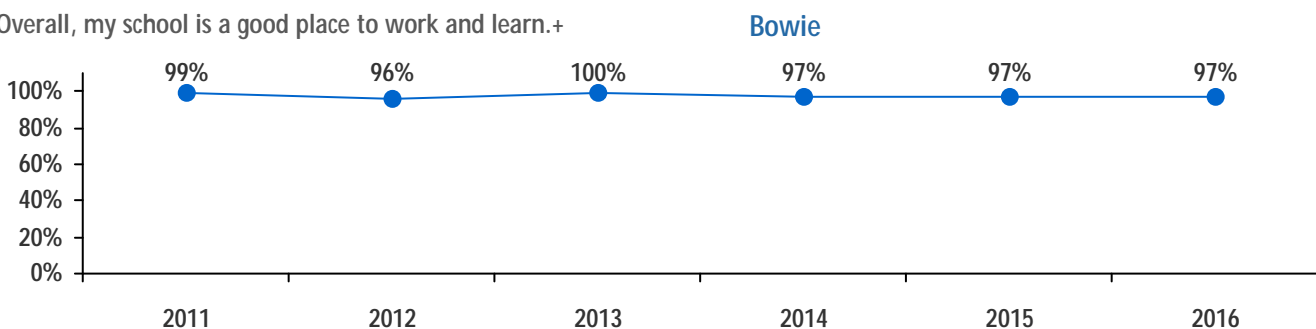
For each item in this report, the number displayed represents the percentage of respondents who agreed or strongly agreed with the statement. Arrows indicate statistically meaningful changes from one year to the next. Items marked with * were not asked that year. Please note: the comparison methodology was updated in 2015, therefore arrows may not match those in reports from



General School Climate

	Bowie						All HS 2016
	2011	2012	2013	2014	2015	2016	
All campus staff are friendly to each other.+	85%	82%	89%	88%	86%	91%	88%
All campus staff exhibit pride in their affiliation with the school.+	91%	89%	95%	95%	96%	95%	91%
All campus staff are willing to go out of their way to help.+	84%	80%	86%	82%	85%	89%	85%
All campus staff accomplish their jobs with enthusiasm.+	79%	79%	81%	78%	85%	87%	82%
All campus staff are committed to their jobs.+	85%	83%	88%	88%	89%	91%	87%
The goals of my school are made clear.	89%	86%	91%	91%	90%	95%	93%
All campus staff interact with one another in a way that models social and emotional competence.	*	*	*	*	*	94%	87%

Overall, my school is a good place to work and learn.+



+Includes responses from teaching and nonteaching staff.

	2011	2012	2013
The faculty and leadership have a shared vision.	74%	69%	78%
Teachers feel comfortable raising issues and concerns that are important to them.	67%	61%	76%
The school leadership consistently supports teachers.	73%	65%	72%
Teachers are held to high professional standards for delivering instruction.	92%	91%	95%
The school leadership facilitates using data to improve student learning.	87%	93%	97%
Teacher performance is assessed objectively.	77%	78%	89%
	77%	80%	83%
	76%	75%	78%
	83%	82%	86%
There is an atmosphere of trust and mutual respect.+	71%	75%	81%
	80%	76%	74%
	*	*	78%
	*	*	83%
	*	*	70%
	*	*	84%
	*	*	89%
	*	*	75%

Achievement Press

ALL
HS
2016

Bowie

	2011	2012	2013
The school sets high standards for academic performance.	97%		
Teachers in this school believe that their students have the ability to achieve academically.	99%		

Managing Student Conduct

ALL
HS
2016

	Bowie			
	2011	2012	2013	2014
Students at this school understand expectations for their conduct.+	94%	94%	92%	93%
Students at this school follow rules of conduct.+	85%	89%	90%	87%
School staff clearly understand policies and procedures about student conduct.**	88%	86%	87%	89%
Administrators consistently enforce rules for student conduct.+	62%	67%	67%	66%
Administrators support teachers' efforts to maintain discipline in the classroom.+	86%	83%	85%	84%
Teachers consistently enforce rules for student conduct.+	74%	77%	86%	79%
All campus staff work in a school environment that is safe.+ **	98%	96%	95%	97%
Non-teaching staff consistently enforce rules for student conduct.+	88%	87%	89%	89%

Instructional Practice and Support

	Bowie						ALL HS
	2011	2012	2013	2014	2015	2016	2016
Teachers in this school use assessment data to inform their instruction.	90%	94%	96%	97%	98%	99%	97%
Teachers work in professional learning communities to develop and align instructional practices.	94%	94%	97%	96%	98%	99%	97%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	81%	89%	93%	92%	96%	99%	94%
Teachers are encouraged to try new things to improve instruction.	91%	95%	97%	95%	98%	99%	95%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	77%	76%	84%	86%	89%	88%	84%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	78%	80%	89%	90%	96%	95%	92%
I have detailed knowledge of the content covered and instructional methods used by other teachers at this school.	*	*	*	*	*	83%	79%

*This item was not asked.

Community Support and Engagement

	Bowie						ALL HS
	2011	2012	2013	2014	2015	2016	2016
Parents/guardians are influential decision makers in this school.	85%	86%	90%	93%	95%	96%	73%
This school works directly with parents/guardians to improve the educational climate in students' homes.	82%	84%	90%	92%	89%	94%	87%
This school maintains clear, two-way communication with the community.	95%	91%	95%	92%	96%	96%	93%
This school does a good job of encouraging parent/guardian involvement.	92%	93%	100%	96%	99%	99%	92%
Teachers provide parents/guardians with useful information about student learning.	95%	96%	99%	96%	98%	97%	94%
Parents/guardians know what is going on in this school.	94%	86%	94%	94%	95%	97%	84%
Parents/guardians support teachers, contributing to their success with students.	93%	90%	95%	92%	94%	94%	82%
Community members support teachers, contributing to their success with students.	95%	90%	95%	95%	94%	95%	88%
The community we serve is supportive of this school.	99%	98%	99%	99%	96%	98%	92%

Professional Development

ALL
HS
2016

	2011	2012	2013
An appropriate amount of time is provided for professional development.		86%	85%
Professional development offerings are data driven.		86%	83%
Professional learning opportunities are aligned with the school's improvement plan.		88%	92%
Professional development is differentiated to meet the needs of individual teachers.		61%	61%
Professional development deepens teachers' content knowledge.		54%	57%
Teachers are encouraged to reflect on their own practice.		90%	89%
Follow up is provided from professional development in this school.		67%	73%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.		76%	81%
Professional development is evaluated and results are communicated to teachers.		60%	61%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.		75%	86%
Professional development enhances teachers' abilities to improve student learning.		74%	86%

