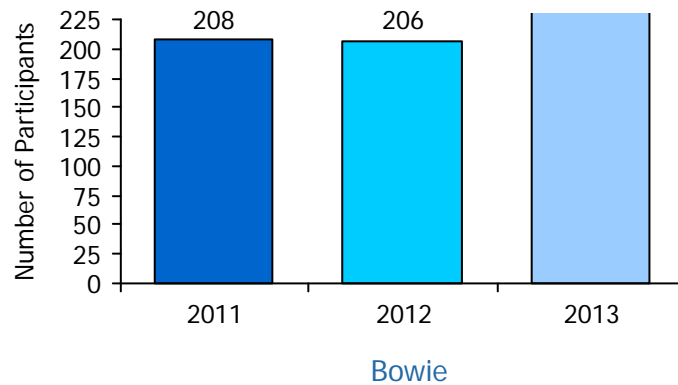


# TELL AISD Staff Working Conditions Survey: Results for 2011-2013

## Bowie High School

To do their jobs well, educators need supportive school environments where they are valued, are trusted, and can collaborate to improve instruction. The Teaching, Empowering, Leading and Learning (TELL) AISD Survey is a unique opportunity to gather information about school conditions from those whose views matter most—practicing educators. Respondents are asked for their perceptions on a variety of issues related to student achievement and staff retention, including Overall Climate, Use of Time, Leadership, Facilities and Resources, Student Behavior Management, Community Support, Professional Development, Instructional Practice, and Achievement Press. Participant counts are displayed in Figure 1.

Figure 1. TELL AISD Participants Spring 2011 to Spring 2013

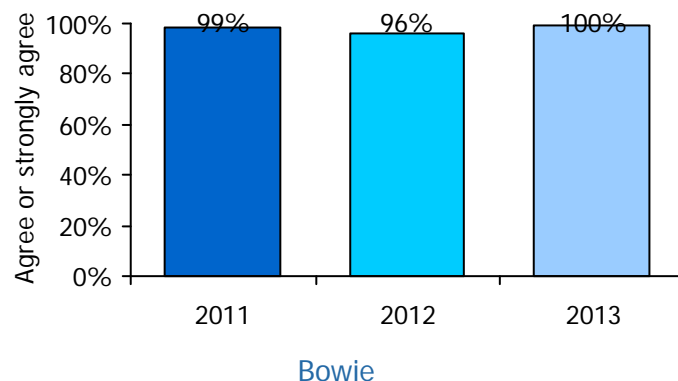


## Survey Results

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, computed based on both the percent agreement from year to year and the number of respondents. Longitudinal data and average 2013 results for all schools at your level also are provided where available.

## Overall

Figure 2. "Overall, my school is a good place to work and learn."

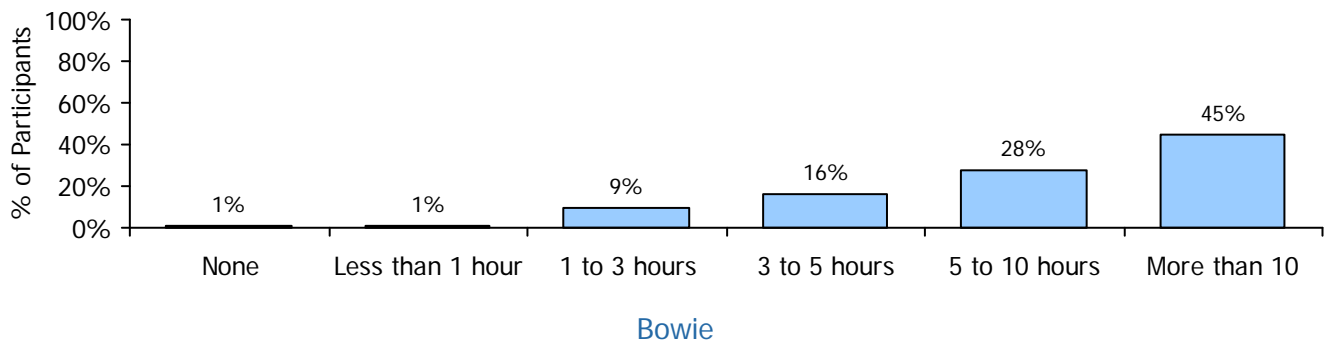


## General School Climate

	2011	Bowie 2012	2013	All HS 2013
All campus staff are friendly to each other.	85%	82%	89%	83%
All campus staff exhibit pride in their affiliation with the school.	91%	89%	95%	87%
All campus staff are willing to go out of their way to help.	84%	80%	86%	81%
All campus staff accomplish their jobs with enthusiasm.	79%	79%	81%	76%
All campus staff are committed to their jobs.	85%	83%	88%	83%
The goals of my school are made clear.	89%	86%	91%	91%

## Use of Time

In an average week, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?



	2011	Bowie 2012	2013	All HS 2013
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	47%	34%	37%	50%
Teachers have time available to collaborate with colleagues.	75%	68%	76%	72%
The non instructional time provided for teachers in my school is sufficient.	62%	52%	64%	60%



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

		Bowie		ALL HS
	2011	2012	2013	2013
The use of time in my school	70%	69%	79%	76%
Facilities and resources	79%	71%	83%	84%
Community support and involvement	92%	87%	94%	89%
Managing student conduct	74%	70%	80%	77%
Teacher leadership	82%	81%	92%	87%
School leadership	80%	75%	87%	84%
Professional development	77%	83%	91%	88%
Instructional practices and support	87%	86%	92%	88%
New teacher support	82%	82%	85%	83%
Achievement Press	*	84%	86%	87%

2013

Teachers are trusted to make sound professional decisions about instruction.	92%
Teachers are relied upon to make decisions about educational issues.	90%
Teachers are encouraged to participate in school leadership roles.	92%
The faculty has an effective process for making group decisions to solve problems.	74%
In this school we take steps to solve problems.	91%
Teachers are effective leaders in this school.	94%
Teachers have an appropriate level of influence on decision making in this school.	79%

## Professional Development

	2011	Bowie 2012	2013	ALL HS 2013
Sufficient resources are available for professional development.	84%	87%	88%	
An appropriate amount of time is provided for professional development.	81%	86%	85%	
Professional development offerings are data driven.	73%	86%	83%	
Professional learning opportunities are aligned with the school's improvement plan.	87%	88%	92%	
Professional development is differentiated to meet the needs of individual teachers.	40%	61%	61%	
Professional development deepens teachers' content knowledge.	44%	54%	57%	
Teachers are encouraged to reflect on their own practice.	87%	90%	89%	
Follow up is provided from professional development in this school.	58%	67%	73%	
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	70%	76%	81%	
Professional development is evaluated and results are communicated to teachers.	50%	60%	61%	
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	66%	75%	86%	
Professional development enhances teachers' abilities to improve student learning.	70%	74%	86%	

	At my campus	In the district
PD is differentiated to meet the needs of individual teachers.	55%	65%
PD deepens teachers' content knowledge.	56%	60%
PD enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	87%	77%
PD enhances teachers' abilities to improve student learning.	88%	

# Community Support and Engagement

	2011	Bowie 2012	2013	ALL HS 2013
			90%	
			90%	
			95%	
			100%	
			99%	
			94%	
			95%	
			95%	
The community we serve is supportive of this school.	99%		99%	

	2011	2012	2013	ALL HS 2013
		94%	92%	
		89%	90%	
		86%	87%	
		67%	67%	
		83%	85%	
		77%	86%	
		96%	95%	
		87%	89%	

## Achievement Press

	2011	Bowie 2012	2013	ALL HS 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%			
Parents exert pressure to maintain high standards.	90%			
Achievement is recognized and acknowledged by the school.	90%			
Parents press for school improvement.	88%			
Students in this school can achieve the goals that have been set for them.	97%			
Students respect others who get gC8(is s(t )-6(r)e)4a.5(ts )-18 r9i udpenis sedkhat8 schooe(is sx )-6 scra work so(i)-3.47oe(is				