

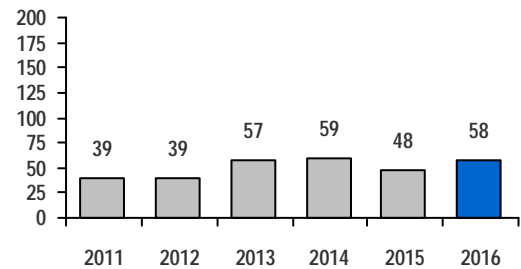


TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

Brentwood Elementary School

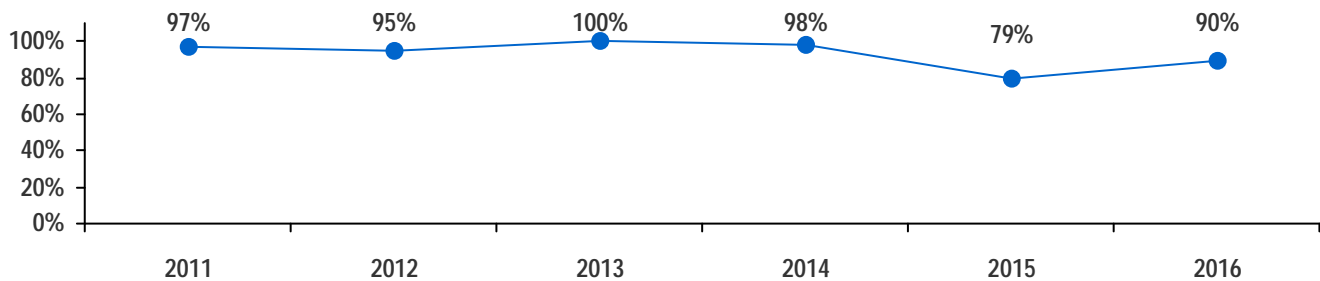
The Teaching, Empowering, Leading and Learning (TELL) AISD Survey gathers information about school conditions from the educators working in schools. TELL obtains perceptions on a variety of issues related to student achievement and staff retention. In 2016, 5,309 AISD teachers (91%) and 3,092 other campus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

Survey Results



All campus staff are friendly to each other.+

All campus staff exhibit pride in their affiliation with



School Leadership

	Brentwood						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The faculty and leadership have a shared vision.	93%	76%	80%	95%	61%	93%	90%
Teachers feel comfortable raising issues and concerns that are important to them.	81%	79%	76%	93%	66%	89%	80%
The school leadership consistently supports teachers.	90%	80%	80%	93%	51%	91%	
Teachers are held to high professional standards for delivering instruction.	84%	85%	80%	95%	67%	91%	
The school leadership facilitates using data to improve student learning.	93%	91%	80%	98%	77%	95%	
Teacher performance is assessed objectively.	87%	81%	78%	93%	71%	97%	
Teachers receive feedback that can help them improve teaching.	73%	68%	73%	78%	55%	93%	
The procedures for teacher evaluation are consistent.	73%	63%	66%	83%	65%	97%	
The faculty are recognized for accomplishments.	93%	86%	78%	84%	68%	93%	
There is an atmosphere of trust and mutual respect.+	81%	76%	83%	97%	55%	82%	
School leadership effectively communicates policy.+	89%	70%	80%	89%	54%	89%	
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	74%	84%	65%	93%	
My principal clearly defines expectations for our school.	*	*	79%	88%	68%	93%	
My principal provides constructive feedback to teachers toward improving their performance.	*	*	75%	83%	46%	89%	
My principal has a clearly defined mission and vision for my school.	*	*	82%	93%	72%	86%	
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	84%	95%	73%	93%	
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	76%	90%	45%	85%	
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	*	*	*	*	*	86%	

+Includes responses from teaching and nonteaching staff.

The school leadership makes a sustained effort to address teacher concerns about:	Brentwood						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The use of time in my school	86%	62%	75%	88%	68%	91%	88%
Facilities and resources	100%	76%	85%	90%	71%	87%	94%
Community support and involvement	97%	89%	82%	93%	78%	100%	94%
Managing student conduct	90%	83%	73%	91%	63%	87%	87%
Teacher leadership	100%	79%	79%	98%	68%	93%	93%
School leadership	100%	76%	80%	98%	64%	95%	93%
Professional development	93%	85%	74%	98%	72%	88%	94%
Instructional practices and support	97%	86%	80%	95%	59%	93%	94%
New teacher support	90%	79%	84%	95%	63%	92%	90%
Achievement press	*	82%	80%	92%	67%	94%	95%
General school climate	*	76%	83%	98%	70%	82%	90%

Teacher Leadership

	Brentwood						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers are recognized as educational experts.	94%	94%	93%	90%	83%	88%	90%
Teachers are trusted to make sound professional decisions about instruction.	94%	85%	93%	90%	88%	93%	91%
Teachers are relied upon to make decisions about educational issues.	94%	91%	95%	93%	90%	84%	91%
Teachers are encouraged to participate in school leadership roles.	97%	85%	88%	93%	78%	95%	94%
The faculty has an effective process for making group decisions to solve problems.	83%	60%	65%	90%	56%	81%	85%
In this school we take steps to solve problems.	86%	74%	83%	93%	56%	88%	90%
Teachers are effective leaders in this school.	100%	89%	86%	93%	75%	87%	92%
Teachers have an appropriate level of influence on decision making in this school.	*	77%	76%	93%	59%	88%	85%

*This item was not asked.

Achievement Press

ALL
EL
2016

	Brentwood				
	2011	2012	2013	2014	2015
The school sets high standards for academic performance.	97%	89%	98%	98%	83%
Teachers in this school believe that their students have the ability to achieve academically.	97%	95%	100%	100%	92%
Parents exert pressure to maintain high standards.	83%	84%	86%	89%	89%
Academic achievement is recognized and acknowledged by the school.	91%	86%	82%	91%	78%
Parents press for school improvement.	87%	94%	87%	94%	88%
Students in this school can achieve the goals that have been set for them.	94%	89%	98%	96%	92%
Students respect others who get good grades.	91%	97%	100%	100%	94%
Students seek extra work so they can get get good grades.	61%	77%	68%	80%	67%
Students try hard to improve on previous work.	84%	86%	92%	98%	94%
The learning environment is orderly and serious.+	91%	86%	96%	89%	88%

+Includes responses from teaching and non-teaching staff.

	Brentwood		ALL EL 2016
2011	2012	2013	
	97%	98%	
	97%	98%	
	94%	98%	
	86%	85%	
	86%	84%	
	92%	92%	
	100%	98%	
	94%	90%	

Instructional Practice and Support

ALL
EL
2016

	Brentwood			
	2011	2012	2013	2014
Teachers in this school use assessment data to inform their instruction.	93%	91%	88%	100%
Teachers work in professional learning communities to develop and align instructional practices.	83%	82%	81%	90%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	54%	72%	62%	86%
Teachers are encouraged to try new things to improve instruction.	93%	88%	84%	100%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	64%	73%	62%	70%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	93%	91%	92%	95%

Community Support and Engagement

ALL
EL
2016

	Brentwood		
	2011	2012	2013
			95%
			95%
			100%

54%

