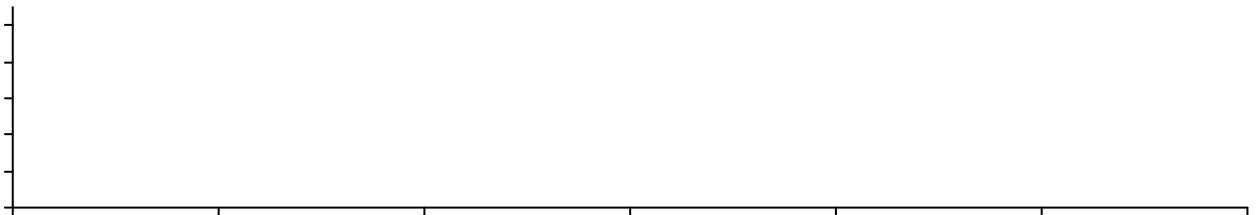




TELL AISD Teaching and Learning Conditions Survey:  
Results for 2011 through 2016

**Brown Elementary School**

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The school leadership makes a sustained effort to address teacher concerns about:	Brown						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The use of time in my school	74%	56%	81%	78%	88%	90%	88%
Facilities and resources	90%	91%	85%	95%	97%	100%	94%
Community support and involvement	91%	82%	93%	94%	97%	100%	94%
Managing student conduct	74%	66%	79%	82%	91%	97%	87%
Teacher leadership	93%	82%	95%	95%	91%	100%	93%
School leadership	86%	65%	93%	92%	91%	100%	93%
Professional development	95%	85%	91%	97%	88%	100%	94%
Instructional practices and support	98%	83%	90%	86%	91%	100%	94%
New teacher support	87%	82%	93%	89%	75%	94%	90%
Achievement press	*	80%	87%	97%	90%	97%	95%
General school climate	*	60%	83%	92%	82%	94%	90%

## Teacher Leadership

	Brown						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers are recognized as educational experts.	74%	63%	90%	84%	87%	94%	90%
Teachers are trusted to make sound professional decisions about instruction.	75%	66%	90%	79%	84%	94%	91%
Teachers are relied upon to make decisions about educational issues.	74%	69%	93%	79%	79%	94%	91%
Teachers are encouraged to participate in school leadership roles.	93%	77%	95%	92%	91%	97%	94%
The faculty has an effective process for making group decisions to solve problems.	79%	62%	85%	78%	78%	97%	85%
In this school we take steps to solve problems.	85%	71%	88%	86%	88%	94%	90%
Teachers are effective leaders in this school.	82%	80%	92%	84%	91%	97%	92%
Teachers have an appropriate level of influence on decision making in this school.	*	57%	83%	74%	73%	94%	85%

\*This item was not asked.

## Achievement Press

ALL  
EL  
2016

Brown

	2011	2012	2013
The school sets high standards for academic performance.	100%		
Teachers in this school believe that their students have the ability to achieve academically.	100%		
Parents exert pressure to maintain high standards.			

## Managing Student Conduct

	Brown			ALL EL 2016
	2011	2012	2013	
Students at this school understand expectations for their conduct.+		91%	88%	
		72%	84%	
		91%	86%	
		70%	78%	
		79%	82%	
		89%	82%	
		98%	94%	
		79%	85%	

## Instructional Practice and Support

	Brown			
	2011	2012	2013	2014
Teachers in this school use assessment data to inform their instruction.	97%	97%	100%	100%
Teachers work in professional learning communities to develop and align instructional practices.	93%	86%	97%	92%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	93%	89%	95%	89%
Teachers are encouraged to try new things to improve instruction.	93%	77%	88%	92%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	71%	72%	76%	82%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	58%	50%	66%	65%

ALL  
EL  
2016

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93%

## Community Support and Engagement

ALL  
ELBrown

ALL

2012 2013

2016

An appropriate amount of time is provided for professional development.	88%
Professional development offerings are data driven.	87%
Professional learning opportunities are aligned with the school's improvement plan.	92%
Professional development is differentiated to meet the needs of individual teachers.	68%
Professional development deepens teachers' content knowledge.	88%
Teachers are encouraged to reflect on their own practice.	88%
Follow up is provided from professional development in this school.	80%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	83%
Professional development is evaluated and results are communicated to teachers.	70%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	91%
Professional development enhances teachers' abilities to improve student learning.	91%

## Facilities and Resources

	Brown						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers have sufficient access to appropriate instructional materials.	88%	86%	88%	89%	94%	97%	91%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	73%	74%	91%	87%	82%	88%	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	86%	86%	95%	89%	82%	88%	86%
Teachers have sufficient training and support to fully utilize the available instructional technology.	66%	69%	77%	71%	97%	97%	80%
Teachers have sufficient access to a broad range of professional support personnel.	57%	86%	91%	84%	94%	97%	89%
The physical environment of classrooms in this school supports teaching and learning.+	95%	88%	97%	90%	92%	98%	94%
The school environment is clean and well maintained.+	95%	93%	89%	94%	92%	98%	93%
Teachers have adequate space to work productively.	93%	86%	93%	89%	88%	100%	91%
Teachers have time available to collaborate with colleagues.	63%	65%	70%	78%	82%	97%	80%

Note. + Includes responses from teaching and nonteaching staff.

## District Vision

	Brown	ALL EL
	2016	2016
There are clear goals and structures for teaching and learning in AISD.	91%	93%
There is a clear vision for the use of data to inform education in AISD.	88%	93%
There is a clear vision for academic, social, and emotional learning in AISD.	94%	94%