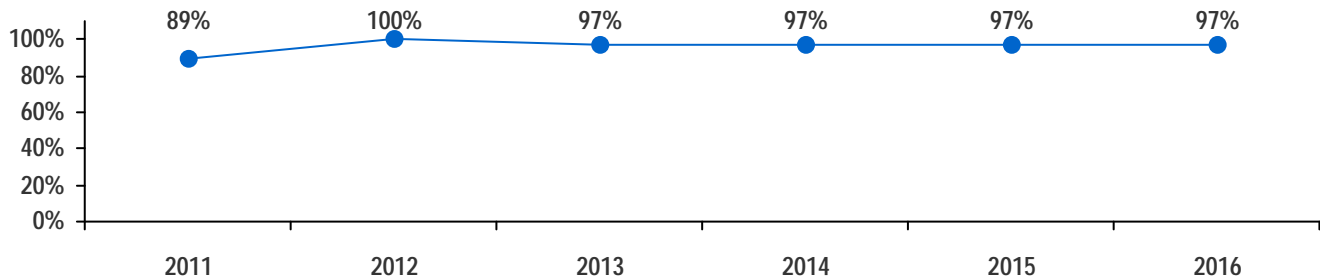
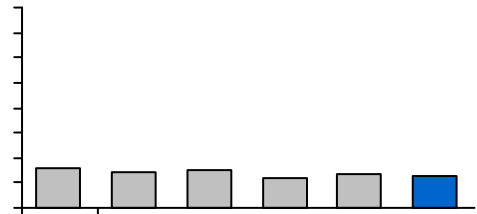




# TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

## Bryker Woods 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.



ALL  
EL  
2016

2011	2012	2013
71%		96%
		96%
		96%
		96%
		100%
		93%
		93%
		96%
		100%
		97%
		92%

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

**Bryker Woods**

ALL  
EL  
2016

	2011	2012	2013
The use of time in my school	71%	100%	100%
Facilities and resources	82%	100%	100%
Community support and involvement	78%	92%	96%
Managing student conduct	71%	80%	89%
Teacher leadership	78%	96%	93%
School leadership	78%	96%	96%
Professional development	82%	100%	96%
Instructional practices and support	82%	96%	93%
New teacher support	78%	82%	91%
Achievement press	*	100%	96%

100%

100%

100%

## Achievement Press

	Bryker Woods						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	97%	100%	100%	100%	100%	100%	96%
Teachers in this school believe that their students have the ability to achieve academically.	100%	100%	100%	100%	100%	100%	96%
Parents exert pressure to maintain high standards.	97%	94%	100%	100%	100%	100%	70%
Academic achievement is recognized and acknowledged by the school.	97%	100%	100%	100%	100%	100%	94%
Parents press for school improvement.	100%	97%	100%	97%	93%	97%	75%
Students in this school can achieve the goals that have been set for them.	100%	100%	100%	100%	100%	100%	96%
Students respect others who get good grades.	97%	100%	100%	96%	97%	100%	93%
Students seek extra work so they can get good grades.	89%	73%	89%	78%	85%	87%	62%
Students try hard to improve on previous work.	97%	90%	86%	93%	93%	93%	83%
The learning environment is orderly and serious.+	95%	94%	97%	94%	97%	91%	92%

+Includes responses from teaching and non-teaching staff.

## Data Use

	Bryker Woods	ALL EL
	2016	2016
How often does your department/team:		
Discuss your department/team's professional needs and goals.	52%	65%
Discuss assessment data for individual students.	56%	74%
Set learning goals for groups of students.	71%	76%
Group students across classes based on learning needs.	58%	67%
Provide support for new teachers.	78%	79%
Provide support for struggling teachers.	57%	76%
Share instructional strategies.	76%	84%

## Data Use (continued)

### Bryker Woods

2016

How frequently do you use data in the following ways?

	Once a year	Once a semester	Once every 2 months	Once a month	Twice a month	Once a week
Comparing test scores for your class across academic years (e.g., how 5th grade class as a whole performed in 3rd and 4th grade).	20%	48%	16%	12%	4%	0%
Examining current year benchmark scores to create classroom instructional groups.	0%	50%	17%	17%	13%	4%
Examining data to identify students in need of intervention.	0%	12%	12%	28%	12%	36%
Collaborating with other educators about data and how it relates to the learning needs of students.	0%	36%	12%	20%	8%	24%

## Managing Student Conduct

	Bryker Woods						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	97%	97%	92%	94%	95%	97%	91%
Students at this school follow rules of conduct.+	94%	82%	95%	88%	82%	94%	84%
School staff clearly understand policies and procedures about student conduct.**	87%	72%	88%	71%	90%	83%	92%
Administrators consistently enforce rules for student conduct.+	79%	79%	88%	78%	76%	88%	90%
Administrators support teachers' efforts to maintain discipline in the classroom.+	80%	91%	100%	75%	97%	94%	91%
Teachers consistently enforce rules for student conduct.+	94%	94%	97%	86%	92%	89%	91%
All campus staff work in a school environment that is safe.+ **	97%	100%	100%	97%	93%	100%	95%
Non-teaching staff consistently enforce rules for student conduct.+	94%	91%	94%	88%	91%	78%	90%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	90%	90%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	94%	92%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	67%	80%

+Includes responses from teaching and non-teaching staff. \*This item was not asked. \*\*This item was slightly reworded in 2016.

## Instructional Practice and Support

	Bryker Woods					2016	ALL EL 2016
	2011	2012	2013	2014	2015		
Teachers in this school use assessment data to inform their instruction.	96%	100%	100%	100%	100%		
Teachers work in professional learning communities to develop and align instructional practices.	93%	88%	85%	96%	93%		
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	78%	87%	86%	89%	90%		
Teachers are encouraged to try new things to improve instruction.	82%	100%	100%	100%	97%		
Teachers at my school are assigned classes that maximize their likelihood of success with students.	88%	82%	93%	85%	86%		
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	82%	100%	93%	96%	97%		
I have detailed knowledge of the content covered and instructional methods used by other teachers at this school.	*	*	*	*	*		

## Community Support and Engagement

	Bryker Woods					2016	ALL EL 2016
	2011	2012	2013	2014	2015		
Parents/guardians are influential decision makers in this school.	89%	100%	100%	100%	100%		
This school works directly with parents/guardians to improve the educational climate in students' homes.	86%	83%	93%	93%	90%		
This school maintains clear, two-way communication with the community.	79%	100%	100%	100%	97%		
This school does a good job of encouraging parent/guardian involvement.	82%	96%	100%	100%	100%		
Teachers provide parents/guardians with useful information about student learning.	100%	100%	100%	100%	100%		
Parents/guardians know what is going on in this school.	90%	100%	100%	97%	97%		
Parents/guardians support teachers, contributing to their success with students.	100%	92%	100%	100%	97%		
Community members support teachers, contributing to their success with students.	100%	96%	100%	100%	97%		
The community we serve is supportive of this school.	93%	100%	100%	100%	100%		



