



TELL AISD Teaching and Learning Conditions Survey:
Results for 2011 through 2015
Barton Hills Elementary 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 General Climate, Leadership, Managing Student Conduct,

	2011	2012	2013	ALL EL <u>2015</u>
The faculty and leadership have a shared vision.	90%	86%	96%	
Teachers feel comfortable raising issues and concerns that are important to them.	76%	83%	85%	
The school leadership consistently supports teachers.	80%	86%	93%	
Teachers are held to high professional.	93%	93%	96%	
	100%	100%	100%	
	90%	96%	100%	
	75%	89%	96%	
	93%	100%	100%	
	77%	76%	81%	
	82%	82%	92%	
	93%	97%	97%	
	*	*	96%	
	*	*	96%	
	*	*	96%	
	*	*	96%	
	*	*	92%	
	*	*	92%	

*

100%

Managing Student Conduct

	Barton Hills			ALL EL
	2011	2012	2013	2015
Students at this school understand expectations for their conduct.		100%	93%	
		91%	92%	
		94%	95%	
		85%	95%	
		97%	100%	
		94%	95%	
		100%	100%	
		90%	94%	

Achievement Press

	Barton Hills					ALL EL
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.	97%	97%	100%	100%	97%	96%
Teachers in this school believe that their students have the ability to achieve academically.	98%	100%	100%	100%	100%	96%
Parents exert pressure to maintain high standards.	95%	94%	100%	100%	100%	68%
Achievement is recognized and acknowledged by the school.	95%	91%	97%	100%	97%	93%
Parents press for school improvement.	91%	100%	90%	94%	94%	70%
Students in this school can achieve the goals that have been set for them.	97%	100%	100%	100%	100%	95%
Students respect others who get good grades.	100%	100%	100%	100%	100%	93%
Students seek extra work so they can get good grades.	62%	72%	83%	68%	86%	62%
Students try hard to improve on previous work.	85%	97%	96%	94%	100%	83%
The learning environment is orderly and serious. +	100%	97%	97%	100%	100%	91%

Note. + Item includes responses from teaching and non-teaching staff.

2014

100%

90%

Provided supports (i.e., instructional coaching, professional development, etc.)

92%

Teachers are encouraged to try new things to improve instruction.

97%

Teachers at my school are assigned classes that maximize their likelihood of success with students.

96%

Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).

96%

Professional Development

	Barton Hills					ALL EL
	2011	2012	2013	2014	2015	2015
Sufficient resources are available for professional development.	77%	86%	96%	100%	97%	88%
An appropriate amount of time is provided for professional development.	77%	90%	67%	90%	81%	85%
Professional development offerings are data driven.	84%	100%	87%	100%	100%	91%
Professional learning opportunities are aligned with the school's improvement plan.	100%	96%	96%	100%	100%	94%
Professional development is differentiated to meet the needs of individual teachers.	50%	83%	88%	90%	87%	79%
Professional development deepens teachers' content knowledge.	90%	97%	96%	100%	93%	88%
Teachers are encouraged to reflect on their own practice.	90%	100%	89%	97%	100%	94%
Follow up is provided from professional development in this school.	86%	93%	85%	93%	97%	82%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	72%	79%	85%	96%	97%	87%
Professional development is evaluated and results are communicated to teachers.	48%	64%	72%	86%	93%	76%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	93%	97%	100%	100%	100%	91%
Professional development enhances teachers' abilities to improve student learning.	97%	100%	100%	100%	100%	93%

Teachers have sufficient access to appropriate instructional materials.

Teachers have sufficient access to instructional technology, including computers,