



TELL AISD Teaching and Learning Conditions Survey:  
Results for 2011 through 2015  
**Bowie High School**

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## School Leadership

	Bowie				ALL HS
	2011	2012	2013	2014	2015
The faculty and leadership have a shared vision.	74%	69%	78%		
Teachers feel comfortable raising issues and concerns that are important to them.	67%	61%	76%		
The school leadership consistently supports teachers.	73%	65%	72%		
Teachers are held to high professional standards for delivering instruction.	92%	91%	95%		
The school leadership facilitates using data to improve student learning.	87%	93%	97%		
Teacher performance is assessed objectively.	77%	78%	89%		
Teachers receive feedback that can help them improve teaching.	77%	80%	83%		
The procedures for teacher evaluation are consistent.	76%	75%	78%		
The faculty are recognized for accomplishments.	83%	82%	86%		
There is an atmosphere of trust and mutual respect. +	71%	75%	81%		
School leadership effectively communicates policy. +	80%	76%	74%		
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	78%		
My principal clearly defines expectations for our school.	*	*	83%		
My principal provides constructive feedback to teachers toward improving their	*	*	70%		
My principal has a clearly defined mission and vision for my school.	*	*	84%		
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	89%		
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	75%		

+ Includes responses from teaching and nonteaching staff.

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

Bowie

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

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## Managing Student Conduct

	Bowie					ALL HS
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	94%	94%	92%	93%	91%	84%
Students at this school follow rules of conduct.	85%	89%	90%	87%	89%	72%
Policies and procedures about student conduct are clearly understood by the faculty.	88%	86%	87%	89%	93%	83%
Administrators consistently enforce rules for student conduct.	62%	67%	67%	66%	75%	72%
Administrators support teachers' efforts to maintain discipline in the classroom.	86%	83%	85%	84%	88%	83%
Teachers consistently enforce rules for student conduct.	74%	77%	86%	79%	82%	74%
The faculty work in a school environment that is safe.	98%	96%	95%	97%	98%	94%
Non-teaching staff consistently enforce rules for student conduct.	88%	87%	89%	89%	92%	78%

Note: All items in this table include responses from teaching and non-teaching staff.

## Achievement Press

	Bowie					ALL HS
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.	97%	98%	99%	97%	100%	89%
Teachers in this school believe that their students have the ability to achieve academically.	99%	99%	99%	96%	99%	94%
Parents exert pressure to maintain high standards.	90%	94%	97%	92%	96%	61%
Achievement is recognized and acknowledged by the school.	90%	94%	93%	94%	93%	93%
Parents press for school improvement.	88%	93%	90%	92%	93%	66%
Students in this school can achieve the goals that have been set for them.	97%	98%	100%	99%	98%	96%
Students respect others who get good grades.	96%	96%	99%	97%	96%	86%
Students seek extra work so they can get good grades.	83%	85%	85%	80%	83%	67%
Students try hard to improve on previous work.	81%	79%	87%	80%	85%	70%
The learning environment is orderly and serious. +	95%	95%	97%	96%	95%	86%

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

## Instructional Practice and Support

	Bowie				ALL HS
	2011	2012	2013	2014	2015
Teachers in this school use assessment data to inform their instruction.	90%	94%	96%	97%	
Teachers work in professional learning communities to develop and align instructional practices.	94%	94%	97%	96%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	81%	89%	93%	92%	
Teachers are encouraged to try new things to improve instruction.	91%	95%	97%	95%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.	77%	76%	84%	86%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	78%	80%	89%	90%	

## Community Support and Engagement

	Bowie			ALL HS
	2011	2012	2013	2015

## Professional Development

	Bowie					ALL HS
	2011	2012	2013	2014	2015	2015
Sufficient resources are available for professional development.	84%	87%	88%	86%	92%	87%
An appropriate amount of time is provided for professional development.	81%	86%	85%	90%	87%	85%
Professional development offerings are data driven.	73%	86%	83%	90%	92%	88%
Professional learning opportunities are aligned with the school's improvement plan.	87%	88%	92%	93%	95%	93%
Professional development is differentiated to meet the needs of individual teachers.	40%	61%	61%	66%	79%	68%
Professional development deepens teachers' content knowledge.	44%	54%	57%	59%	69%	70%
Teachers are encouraged to reflect on their own practice.	87%	90%	89%	94%	97%	92%
Follow up is provided from professional development in this school.	58%	67%	73%	78%	79%	76%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	70%	76%	81%	80%	87%	84%
Professional development is evaluated and results are communicated to teachers.	50%	60%	61%	70%	72%	68%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	66%	75%	86%	81%	88%	86%
Professional development enhances teachers' abilities to improve student learning.	70%	74%	86%	81%	93%	88%

Teachers have sufficient access to appropriate instructional materials.

Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.

Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.

Teachers have sufficient training and support to fully utilize the available instructional technology.

Teachers have sufficient access to a broad range of professional support personnel.

The physical environment of classrooms in