



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

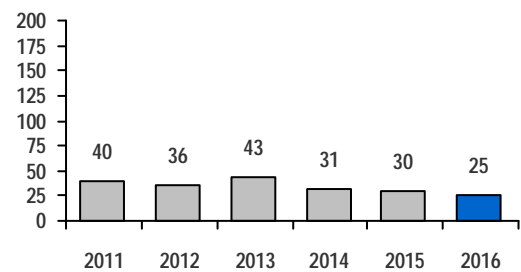
Campbell Elementary School

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

For each item in this report, the number displayed represents the percentage of respondents who agreed or strongly agreed with the statement. Arrows indicate statistically meaningful changes from one year to the next. Items marked with * were not asked that year. Please note: the comparison methodology was updated in 2015, therefore arrows may not match those in reports from

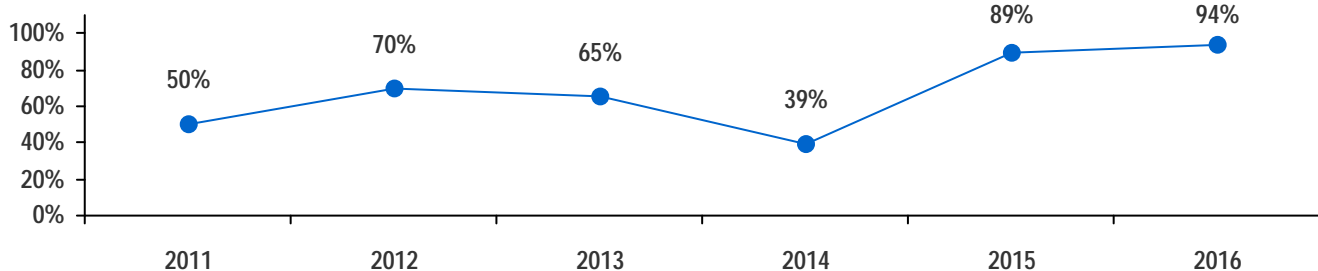
Campbell
Survey Participants



General School Climate

	Campbell						All EL 2016
	2011	2012	2013	2014	2015	2016	
All campus staff are friendly to each other.+	67%	60%	71%	57%	92%	97%	87%
All campus staff exhibit pride in their affiliation with the school.+	42%	31%	54%	38%	88%	85%	91%
All campus staff are willing to go out of their way to help.+	59%	47%	64%	71%	88%	86%	86%
All campus staff accomplish their jobs with enthusiasm.+	34%	41%	55%	41%	76%	90%	84%
All campus staff are committed to their jobs.+	59%	62%	64%	66%	85%	93%	89%
The goals of my school are made clear.	58%	77%	68%	48%	96%	96%	94%
All campus staff interact with one another in a way that models social and emotional competence.	*	*	*	*	*	95%	88%

Overall, my school is a good place to work and learn.+ Campbell



+Includes responses from teaching and nonteaching staff.

50%

36%

39%

Achievement Press

	Campbell						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	84%	79%	70%	74%	96%	100%	96%
Teachers in this school believe that their students have the ability to achieve academically.	87%	76%	66%	88%	86%	88%	96%
Parents exert pressure to maintain high standards.	36%	30%	26%	20%	35%	40%	70%
Academic achievement is recognized and acknowledged by the school.	92%	79%	79%	70%	100%	100%	94%
Parents press for school improvement.	57%	50%	41%	35%	52%	29%	75%
Students in this school can achieve the goals that have been set for them.	83%	85%	68%	69%	85%	87%	96%
Students respect others who get good grades.	61%	75%	69%	63%	74%	86%	93%
Students seek extra work so they can get good grades.	36%	46%	28%	13%	22%	35%	62%
Students try hard to improve on previous work.	48%	48%	54%	38%	54%	78%	83%
The learning environment is orderly and serious.+	70%	85%	76%	48%	92%	90%	92%

+Includes responses from teaching and non-teaching staff.

Data Use

How often does your department/team:	Campbell	ALL EL
	2016	2016
Discuss your department/team's professional needs and goals.	56%	65%
Discuss assessment data for individual students.	75%	74%
Set learning goals for groups of students.	76%	76%
Group students across classes based on learning needs.	75%	67%
Provide support for new teachers.	71%	79%
Provide support for struggling teachers.	73%	76%
Share instructional strategies.	76%	84%

Data Use (continued)

Campbell

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).	25%	25%	19%	25%	0%	6%
Examining current year benchmark scores to create classroom instructional groups.	12%	18%	12%	24%	24%	12%
Examining data to identify students in need of intervention.	6%	6%	6%	12%	18%	53%
Collaborating with other educators about data and how it relates to the learning needs of students.	6%	0%	18%	12%	6%	59%

Managing Student Conduct

	Campbell						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	67%	79%	78%	66%	100%	94%	91%
Students at this school follow rules of conduct.+	33%	62%	57%	35%	84%	79%	84%
School staff clearly understand policies and procedures about student conduct.**	73%	81%	83%	59%	100%	100%	92%
Administrators consistently enforce rules for student conduct.+	39%	62%	61%	33%	97%	93%	90%
Administrators support teachers' efforts to maintain discipline in the classroom.+	42%	62%	71%	33%	94%	97%	91%
Teachers consistently enforce rules for student conduct.+	87%	81%	93%	63%	92%	97%	91%
All campus staff work in a school environment that is safe.+ **	68%	83%	81%	58%	100%	100%	95%
Non-teaching staff consistently enforce rules for student conduct.+	80%	89%	87%	81%	100%	96%	90%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	96%	90%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	100%	92%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	86%	80%

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

2014

87%

86%

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

68%

Teachers are encouraged to try new things to improve instruction.

70%

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

44%

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

48%

ALL
EL
2016

2012 2013

An appropriate amount of time is provided for professional development.	63%
Professional development offerings are data driven.	77%
Professional learning opportunities are aligned with the school's improvement plan.	74%
Professional development is differentiated to meet the needs of individual teachers.	52%
Professional development deepens teachers' content knowledge.	71%
Teachers are encouraged to reflect on their own practice.	70%
Follow up is provided from professional development in this school.	50%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	61%
Professional development is evaluated and results are communicated to teachers.	50%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	73%
Professional development enhances teachers' abilities to improve student learning.	73%

