



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

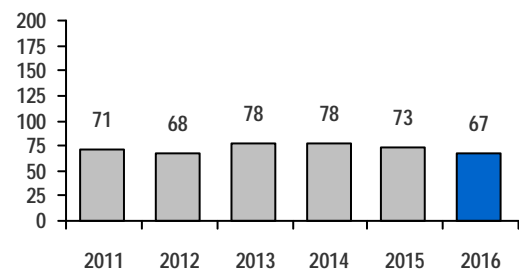
Clayton Elementary School

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

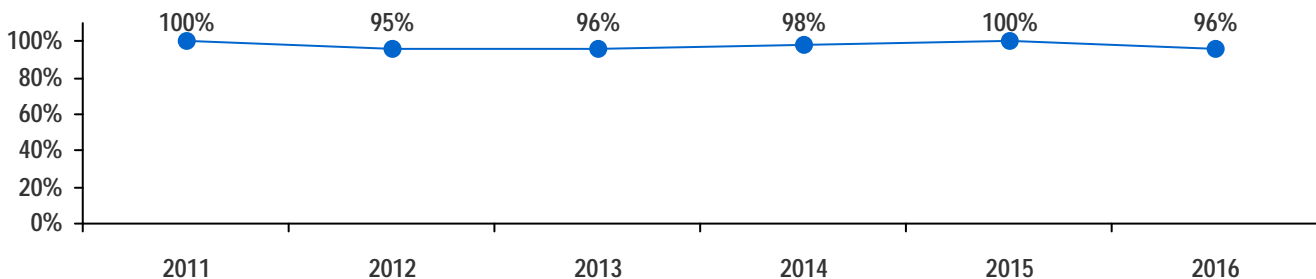
Clayton
Survey Participants



General School Climate

	2011	2012	2013	2014	2015	All EL 2016
All campus staff are friendly to each other.+	83%	82%	78%	95%	99%	
All campus staff exhibit pride in their affiliation with the school.+	90%	92%	88%	98%	98%	
All campus staff are willing to go out of their way to help.+	87%	90%	81%	93%	94%	
All campus staff accomplish their jobs with enthusiasm.+	81%	87%	80%	90%	91%	
All campus staff are committed to their jobs.+	90%	94%	90%	95%	96%	
The goals of my school are made clear.	94%	97%	91%	97%	100%	

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



	2011	2012	2013
The faculty and leadership have a shared vision.	88%	94%	92%
Teachers feel comfortable raising issues and concerns that are important to them.	69%	80%	73%
The school leadership consistently supports teachers.	81%	88%	87%
Teachers are held to high professional standards for delivering instruction.	96%	100%	100%
The school leadership facilitates using data to improve student learning.	98%	98%	98%
	90%	90%	92%
	85%	92%	87%
	86%	90%	86%
	87%	94%	94%
There is an atmosphere of trust and mutual respect.	86%	87%	84%
	86%	94%	86%
	*	*	89%
	*	*	92%
	*	*	86%
	*	*	94%
	*	*	94%
	*	*	89%

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

Clayton

ALL
EL
2016

	2011	2012	2013
The use of time in my school	72%	88%	91%
Facilities and resources	92%	96%	100%
Community support and involvement	94%	98%	98%
Managing student conduct	87%	92%	89%
Teacher leadership	89%	96%	83%
School leadership	89%	96%	90%
Professional development	79%	96%	93%
Instructional practices and support	85%	94%	92%
New teacher support	83%	91%	88%
Achievement press	*	98%	100%

2013

Teachers are trusted to make sound professional decisions about instruction.	97%
Teachers are relied upon to make decisions about educational issues.	94%
Teachers are encouraged to participate in school	89%
Pr1t	81%
	87%
	92%
	76%

Achievement Press

ALL
EL
2016

	Clayton			
	2011	2012	2013	2014
The school sets high standards for academic performance.	100%	100%	100%	
Teachers in this school believe that their students have the ability to achieve academically.	100%	100%	99%	93%
Parents exert pressure to maintain high standards.	98%	97%	97%	
Academic achievement is recognized and acknowledged by the school.	99%	97%	100%	
Parents press for school improvement.	97%	91%	92%	
Students in this school can achieve the goals that have been set for them.	99%	98%	100%	
Students respect others who get good grades.	95%	98%	98%	
Students seek extra work so they can get get good grades.	84%	87%	89%	
Students try hard to improve on previous work.	90%	91%	92%	
The learning environment is orderly and serious.+	91%	97%	93%	

+Includes responses from teaching and non-teaching staff.

Managing Student Conduct

	Clayton			ALL EL 2016
	2011	2012	2013	
Students at this school understand expectations for their conduct.+		98%	96%	
Students at this school follow rules of conduct.+		95%	93%	
School staff clearly understand policies and procedures about student conduct.**		94%	92%	
		94%	88%	
		94%	94%	
		92%	94%	
		98%	99%	
		95%	95%	

Instructional Practice and Support

	Clayton						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers in this school use assessment data to inform their instruction.	100%	98%	98%	100%	100%	98%	98%
Teachers work in professional learning communities to develop and align instructional practices.	92%	86%	89%	90%	95%	98%	95%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	79%	89%	93%	90%	96%	98%	93%
Teachers are encouraged to try new things to improve instruction.	91%	98%	92%	97%	100%	100%	95%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	78%	85%	85%	87%	95%	98%	83%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	94%	94%	88%	93%	100%	98%	86%
I have detailed knowledge of the content covered and instructional methods used by other teachers at this school.	*	*	*	*	*	85%	82%

*This item was not asked.

Community Support and Engagement

	Clayton						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Parents/guardians are influential decision makers in this school.	98%	98%	97%	97%	98%	98%	80%
This school works directly with parents/guardians to improve the educational climate in students' homes.	94%	100%	98%	99%	98%	100%	90%
This school maintains clear, two-way communication with the community.	98%	94%	97%	99%	100%	98%	94%
This school does a good job of encouraging parent/guardian involvement.	100%	100%	100%	100%	100%	100%	92%
Teachers provide parents/guardians with useful information about student learning.	100%	100%	100%	100%	100%	100%	97%
Parents/guardians know what is going on in this school.	100%	98%	100%	100%	100%	100%	91%
Parents/guardians support teachers, contributing to their success with students.	96%	98%	99%	100%	100%	98%	85%
Community members support teachers, contributing to their success with students.	98%	98%	99%	99%	100%	100%	91%
The community we serve is supportive of this school.	100%	98%	100%	100%	100%	100%	92%

	79%
	85%
Professional learning opportunities are aligned with the school's improvement plan.	92%
Professional development is differentiated to meet the needs of individual teachers.	73%
Professional development deepens teachers' content knowledge.	73%
Teachers are encouraged to reflect on their own practice.	98%
Follow up is provided from professional	73%

Facilities and Resources

	Clayton						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers have sufficient access to appropriate instructional materials.	89%	96%	95%	90%	92%	100%	91%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	89%	94%	95%	90%	92%	85%	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	94%	98%	100%	100%	93%	100%	86%
Teachers have sufficient training and support to fully utilize the available instructional technology.	65%	69%	72%	84%	100%	97%	80%
Teachers have sufficient access to a broad range of professional support personnel.	92%	88%	84%	97%	97%	98%	89%
The physical environment of classrooms in this school supports teaching and learning.+	95%	100%	100%	100%	100%	100%	94%
The school environment is clean and well maintained.+	99%	100%	100%	100%	99%	100%	93%
Teachers have adequate space to work productively.	92%	96%	94%	100%	100%	98%	91%
Teachers have time available to collaborate with colleagues.	38%	63%	63%	71%	85%	97%	80%

Note. + Includes responses from teaching and nonteaching staff.

District Vision

	Clayton	ALL EL
	2016	2016
There are clear goals and structures for teaching and learning in AISD.	100%	93%
There is a clear vision for the use of data to inform education in AISD.	95%	93%
There is a clear vision for academic, social, and emotional learning in AISD.	100%	94%