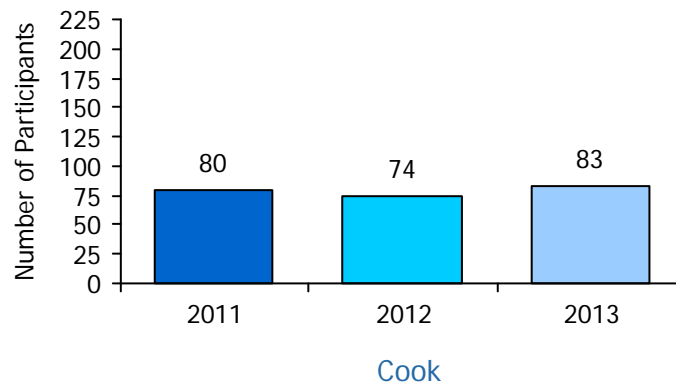


TELL AISD Staff Working Conditions Survey: Results for 2011-2013

Cook 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 Overall Climate, Use of Time, Leadership, Facilities and Resources, Student Behavior Management, Community Support, Professional Development, Instructional Practice, and Achievement Press. Participant counts are displayed in Figure 1.

Figure 1. TELL AISD Participants Spring 2011 to Spring 2013

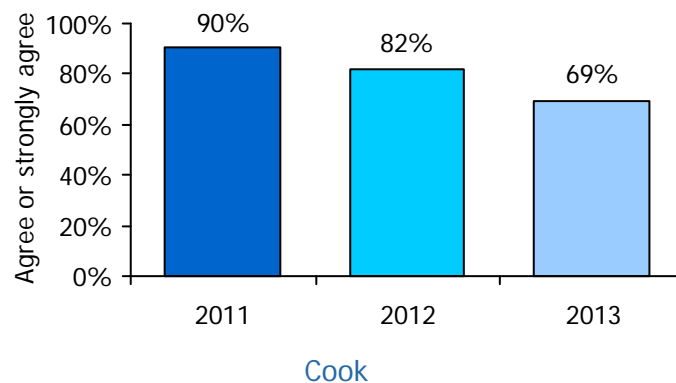


Survey Results

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, computed based on both the percent agreement from year to year and the number of respondents. Longitudinal data and average 2013 results for all schools at your level also are provided where available.

Overall

Figure 2. "Overall, my school is a good place to work and learn."

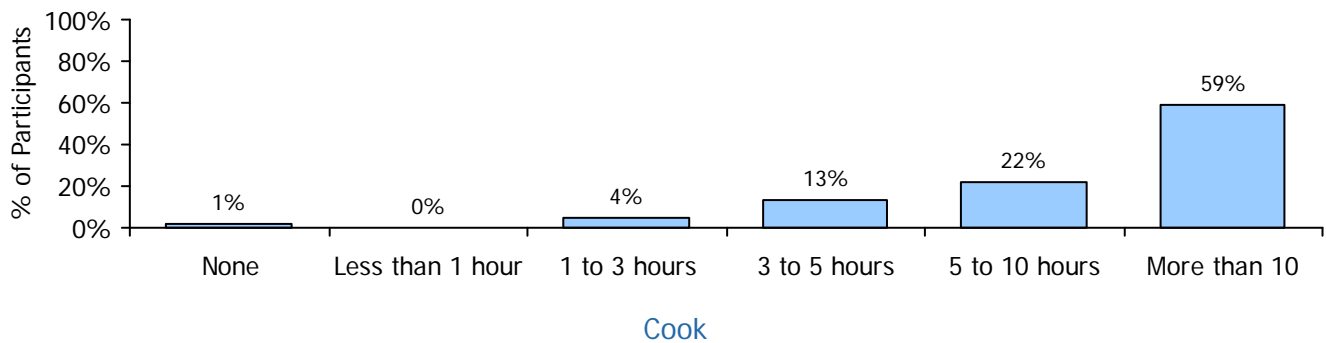


General School Climate

	2011	Cook 2012	2013	All EL 2013
All campus staff are friendly to each other.	74%			
All campus staff exhibit pride in their affiliation with the school.	77%			
	67%			
	67%			
	79%			

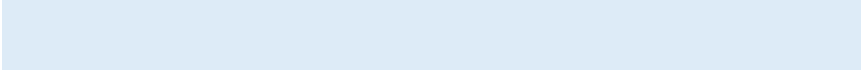
Use of Time

In an average week, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?



	2011	Cook 2012	2013	All EL 2013
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	48%	32%	52%	56%
Teachers have time available to collaborate with colleagues.	55%	60%	42%	59%
The non instructional time provided for teachers in my school is sufficient.	44%	33%	31%	46%

Teachers have sufficient access to appropriate instructional materials.



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

		Cook		ALL
		2012	2013	
The use of time in my school	76%	73%	58%	80%
Facilities and resources	90%	91%	76%	91%
Community support and involvement	83%	64%	60%	90%
Managing student conduct	80%	52%	48%	82%
Teacher leadership	82%	76%	68%	89%
School leadership	81%	78%	74%	88%
Professional development	89%	79%	71%	90%
Instructional practices and support	84%	81%	78%	90%
New teacher support	75%	67%	47%	86%
Achievement Press	*	73%	78%	91%



Professional Development

	2011	Cook 2012	2013	ALL EL 2013
Sufficient resources are available for professional development.	71%	64%	66%	
An appropriate amount of time is provided for professional development.	63%	69%	61%	
Professional development offerings are data driven.	73%	87%	79%	
Professional learning opportunities are aligned with the school's improvement plan.	77%	78%	70%	
Professional development is differentiated to meet the needs of individual teachers.	54%	52%	50%	
Professional development deepens teachers' content knowledge.	76%	68%	64%	
Teachers are encouraged to reflect on their own practice.	82%	89%	88%	
Follow up is provided from professional development in this school.	57%	58%	54%	
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	73%	64%	56%	
Professional development is evaluated and results are communicated to teachers.	42%	56%	50%	
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	82%	77%	71%	
Professional development enhances teachers' abilities to improve student learning.	89%	81%	71%	

PD is differentiated to meet the needs of individual teachers.

44%

PD deepens teachers' content knowledge.

59%

PD enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.

Instructional Practice and Support

	2011	Cook 2012	2013	ALL EL 2013
State and local assessment data are available in time to impact instructional practices.	86%	96%	91%	82%
Teachers in this school use assessment data to inform their instruction.	98%	98%	98%	98%
Teachers work in professional learning communities to develop and align instructional practices.	86%	95%	77%	93%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	86%	93%	63%	90%
Teachers are encouraged to try new things to improve instruction.	90%	93%	79%	90%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	54%	48%	51%	77%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	63%	44%	48%	74%

Community Support and Engagement

	2011	Cook 2012	2013	ALL EL 2013
Parents/guardians are influential decision makers in this school.	24%	29%	28%	73%
This school works directly with parents/guardians to improve the educational climate in students' homes.	63%	44%	45%	85%
This school maintains clear, two-way communication with the community.	80%	63%	66%	90%
This school does a good job of encouraging parent/guardian involvement.	73%	60%	50%	89%
Teachers provide parents/guardians with useful information about student learning.	93%	88%	87%	95%
Parents/guardians know what is going on in this school.	73%	57%	78%	88%
Parents/guardians support teachers, contributing to their success with students.	52%	47%	58%	81%
Community members support teachers, contributing to their success with students.	47%	51%	52%	86%
The community we serve is supportive of this school.	54%	52%	59%	89%

	2011	2012	2013	ALL EL 2013
		76%	81%	
		62%	55%	
		71%	75%	
		51%	59%	
		57%	64%	
		89%	86%	
		87%	78%	
		83%	87%	

Achievement Press

	2011	Cook 2012	2013	ALL EL 2013
The school sets high standards for academic performance.	92%			
Teachers in this school believe that their students have the ability to achieve academically.	95%			
Parents exert pressure to maintain high standards.	31%			
Achievement is recognized and acknowledged by the school.	94%			
Parents press for school improvement.	31%			
Students in this school can achieve the goals that have been set for them.	92%			
Students respect others who get good grades.	86%			
Parent				