



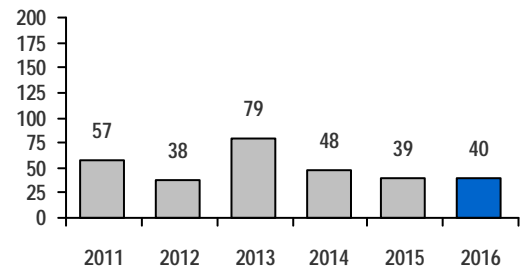
# TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

## Cunningham 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

#### Cunningham



All  
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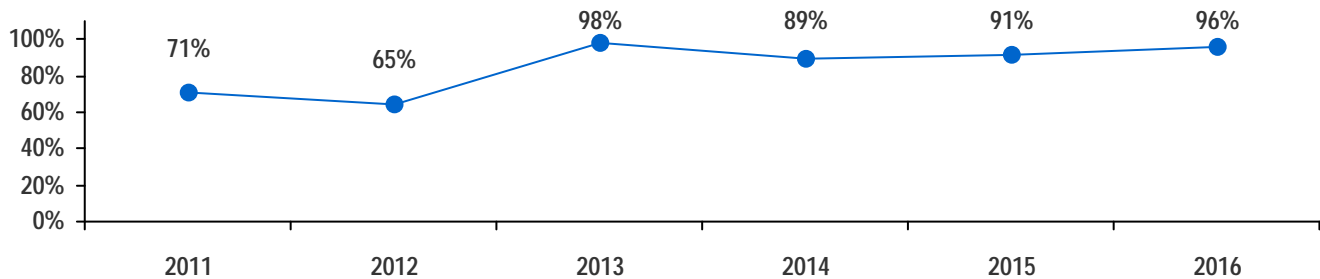
All campus staff are friendly to each other.+

All campus staff exhibit pride in their affiliation with the school.+

All campus staff are willing to go out of their way to help.+

All campus staff accomplish their jobs with enthusiasm.+

All campus staff are committed to their jobs.+



	2011	2012	2013
The faculty and leadership have a shared vision.	71%	52%	90%
Teachers feel comfortable raising issues and concerns that are important to them.	68%	33%	83%
The school leadership consistently supports teachers.	62%	26%	88%
Teachers are held to high professional standards for delivering instruction.	88%	93%	96%
The school leadership facilitates using data to improve student learning.	97%	96%	100%
Teacher performance is assessed objectively.	79%	73%	96%
Teachers receive feedback that can help them improve teaching.	71%	67%	87%
The procedures for teacher evaluation are consistent.	78%	59%	90%
The faculty are recognized for accomplishments.	76%	81%	88%
There is an atmosphere of trust and mutual respect.+	63%	50%	88%
School leadership effectively communicates policy.+	66%	70%	84%
My principal involves faculty	*	*	89%
	*	*	96%
	*	*	93%
	*	*	98%
	*	*	98%
	*	*	91%



## Achievement Press

	Cunningham						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	92%	93%	100%	93%	86%	89%	96%
Teachers in this school believe that their students have the ability to achieve academically.	92%	93%	98%	93%	94%	100%	96%
Parents exert pressure to maintain high standards.	26%	33%	61%	52%	37%	52%	70%
Academic achievement is recognized and acknowledged by the school.	78%	84%	94%	80%	79%	86%	94%
Parents press for school improvement.	40%	48%	73%	71%	61%	67%	75%
Students in this school can achieve the goals that have been set for them.	98%	93%	100%	89%	100%	100%	96%
Students respect others who get good grades.	78%	62%	88%	83%	93%	94%	93%
Students seek extra work so they can get good grades.	40%	27%	54%	36%	36%	43%	62%
Students try hard to improve on previous work.	79%	56%	79%	78%	81%	84%	83%
The learning environment is orderly and serious.+	76%	58%	87%	67%	83%	83%	92%

+Includes responses from teaching and non-teaching staff.

## Data Use

How often does your department/team:	Cunningham	ALL EL
	2016	2016
Discuss your department/team's professional needs and goals.	67%	65%
Discuss assessment data for individual students.	71%	74%
Set learning goals for groups of students.	80%	76%
Group students across classes based on learning needs.	52%	67%
Provide support for new teachers.	77%	79%
Provide support for struggling teachers.	77%	76%
Share instructional strategies.	74%	84%

## Data Use (continued)

### Cunningham

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).	39%	45%	10%	6%	0%	0%
Examining current year benchmark scores to create classroom instructional groups.	10%	55%	19%	13%	0%	3%
Examining data to identify students in need of intervention.	3%	23%	10%	32%	13%	19%
Collaborating with other educators about data and how it relates to the learning needs of students.	6%	23%	6%	26%	23%	16%

## Managing Student Conduct

	Cunningham						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	82%	50%	89%	59%	86%	90%	91%
Students at this school follow rules of conduct.+	57%	27%	75%	53%	71%	74%	84%
School staff clearly understand policies and procedures about student conduct.**	76%	48%	81%	68%	83%	89%	92%
Administrators consistently enforce rules for student conduct.+	51%	29%	68%	42%	63%	83%	90%
Administrators support teachers' efforts to maintain discipline in the classroom.+	58%	26%	77%	40%	83%	88%	91%
Teachers consistently enforce rules for student conduct.+	87%	75%	89%	82%	93%	94%	91%
All campus staff work in a school environment that is safe.+ **	86%	48%	92%	76%	97%	94%	95%
Non-teaching staff consistently enforce rules for student conduct.+	86%	60%	91%	92%	95%	90%	90%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	89%	90%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	86%	92%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	83%	80%

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

2014

100%

94%

91%

94%

64%

85%

## Professional Development

ALL  
EL  
2016

	Cunningham				2015
	2011	2012	2013	2014	
Sufficient resources are available for professional development.	79%	68%	92%	85%	
An appropriate amount of time is provided for professional development.	75%	73%	83%	83%	
Professional development offerings are data driven.	84%	91%	95%	93%	
Professional learning opportunities are aligned with the school's improvement plan.	100%	90%	96%	94%	
Professional development is differentiated to meet the needs of individual teachers.	37%	39%	74%	55%	A
Professional development deepens teachers' content knowledge.	88%	63%	94%	86%	
Teachers are encouraged to reflect on their own practice.	95%	88%	96%	89%	
Follow up is provided from professional development in this school.	69%	64%	87%	79%	
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	61%	76%	85%	83%	
Professional development is evaluated and results are communicated to teachers.	42%	42%	74%	64%	
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	88%	69%	96%	83%	
Professional development enhances teachers' abilities to improve student learning.	88%	76%	96%	86%	

Teachers have sufficient access to appropriate instructional materials.	80%	70%	88%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	37%	85%	87%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	83%	85%	92%
Teachers have sufficient training and support to fully utilize the available instructional technology.	54%	69%	
Teachers have sufficient access to a broad range of professional support personnel.	68%	67%	76%
The physical environment of classrooms in this school supports teaching and learning.+		88%	97%
The school environment is clean and well maintained.+	93%	94%	83%
Teachers have adequate space to work productively.	43%	77%	87%