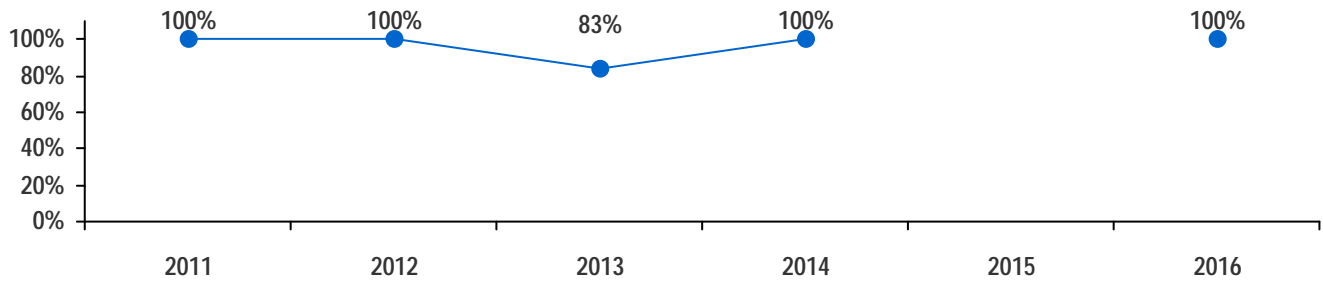# TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

DAEP

The Teaching, Empowering, Leading and Learning (TELL) AISD Survey gathers information about school conditions from the educators working in schools. TELL

	2011	2012	2013	ALL SP 2016
The faculty and leadership have a shared vision.	83%	83%	75%	
Teachers feel comfortable raising issues and concerns that are important to them.	67%	100%	75%	
The school leadership consistently supports teachers.	83%	100%	75%	
Teachers are held to high professional standards for delivering instruction.	100%	100%	100%	
The school leadership facilitates using data to improve student learning.	100%	100%	100%	
Teacher performance is assessed objectively.	100%	100%	67%	
Teachers receive feedback that can help them improve teaching.	100%	100%	100%	
The procedures for teacher evaluation are consistent.	83%	100%	100%	
The faculty are recognized for accomplishments.	100%	100%	100%	
There is an atmosphere of trust and mutual respect.+	54%	75%	83%	
School leadership effectively communicates policy.+	69%	92%	100%	
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	67%	
My principal clearly defines expectations for our	*	*	100%	
	*	*	75%	
	*	*	75%	
	*	*	75%	
	*	*	100%	

		ACES
		2013
		100%
		100%
		100%
		100%
		100%
		100%
		67%
		100%
New teacher support		100%
Achievement press	*	100%

Achievement Press

	2011	2012	2013	2014	2015	2016	ALL SP 2016
			ACES				
The school sets high standards for academic performance.	86%	89%	75%	100%		100%	87%
Teachers in this school believe that their students have the ability to achieve academically.	86%	100%	80%	100%		100%	94%
Parents exert pressure to maintain high standards.	18%	25%	40%	33%		60%	68%
Academic achievement is recognized and acknowledged by the school.	92%	100%	80%	100%		100%	79%
Parents press for school improvement.	9%	25%	20%	0%		40%	61%
Students in this school can achieve the goals that have been set for them.	92%	89%	100%	100%		100%	93%
Students respect others who get good grades.	36%	75%	100%	67%		80%	69%
Students seek extra work so they can get get good grades.	25%	11%	20%	67%		33%	56%
Students try hard to improve on previous work.	38%	67%	80%	67%		50%	72%
The learning environment is orderly and serious.+	86%	100%	100%	100%		100%	89%

+Includes responses from teaching and non-teaching staff.

Data Use

How often does your department/team:	ACES 2016	ALL SP 2016
Discuss your department/team's professional needs and goals.	60%	58%
Discuss assessment data for individual students.	80%	61%
Set learning goals for groups of students.	80%	64%
Group students across classes based on learning needs.	100%	64%
Provide support for new teachers.	100%	70%
Provide support for struggling teachers.	100%	64%
Share instructional strategies.	100%	76%

2011   2012   2013

A

2016

	2014
	67%
	100%
	100%
	100%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	67%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	100%

Professional Learning Communities

I participate with a group of my campus colleagues to:	ACES 2016	ALL SP 2016
Analyze student performance data.	100%	65%
Discuss ways to meet objectives for specific students.	100%	88%
Plan lessons and units together.	100%	69%
Develop common student assessments.	100%	69%
Support students' social and emotional competence.	100%	92%

Professional Development

	ACES						ALL SP
	2011	2012	2013	2014	2015	2016	2016
Sufficient resources are available for professional development.	83%	100%	100%	67%		100%	85%
An appropriate amount of time is provided for professional development.	83%	100%	100%	67%		100%	85%
Professional development offerings are data driven.	80%	100%	100%	100%		100%	87%
Professional learning opportunities are aligned with the school's improvement plan.	100%	100%	100%	100%		100%	91%
Professional development is differentiated to meet the needs of individual teachers.	100%	100%	100%	100%		100%	84%
Professional development deepens teachers' content knowledge.	100%	100%	100%	100%		100%	86%
Teachers are encouraged to reflect on their own practice.	100%	100%	100%	100%		100%	95%
Follow up is provided from professional development in this school.	83%	83%	100%	67%		100%	82%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	83%	100%	100%	100%		100%	88%
Professional development is evaluated and results are communicated to teachers.	80%	83%	100%	100%		100%	80%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	80%	100%	100%	100%		100%	91%
Professional development enhances teachers' abilities to improve student learning.	100%	100%	100%	100%		100%	91%

Facilities and Resources

	ACES						ALL SP
	2011	2012	2013	2014	2015	2016	2016
Teachers have sufficient access to appropriate instructional materials.	100%	71%	33%	67%		67%	89%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	100%	86%	100%	67%		83%	86%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	83%	100%	100%	100%		83%	88%
Teachers have sufficient training and support to fully utilize the available instructional technology.	67%	86%	100%	33%		83%	84%
Teachers have sufficient access to a broad range of professional support personnel.	83%	86%	67%	67%		67%	86%
The physical environment of classrooms in this school supports teaching and learning.+	93%	100%	83%	67%		83%	92%
The school environment is clean and well maintained.+	100%	92%	100%	100%		83%	96%
Teachers have adequate space to work productively.	83%	86%	100%	100%		83%	85%
Teachers have time available to collaborate with colleagues.	67%	57%	50%	67%		83%	72%

Note. + Includes responses from teaching and nonteaching staff.

District Vision

	ACES	ALL SP
	2016	2016
There are clear goals and structures for teaching and learning in AISD.	50%	91%
There is a clear vision for the use of data to inform education in AISD.	50%	85%
There is a clear vision for academic, social, and emotional learning in AISD.	50%	92%