



TELL AISD Teaching and Learning Conditions Survey:
Results for 2011 through 2015
Doss Elementary School

To do their jobs well, educators need supportive school TTry School

ALL
EL

2015

	<u>2011</u>	<u>2012</u>	<u>2013</u>
The faculty and leadership have a shared vision.	98%	98%	93%
Teachers feel comfortable raising issues and concerns that are important to them.	98%	95%	89%
The school leadership consistently supports teachers.	98%	98%	88%
	98%	100%	100%
	98%	100%	100%
	96%	95%	94%
	96%	97%	95%
	96%	93%	95%
	98%	100%	98%
	98%	98%	91%
	98%	98%	95%
	*	*	89%
	*	*	98%
	*	*	94%
	*	*	96%
	*	*	98%
	*	*	88%

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

	Doss			ALL EL
	2011	2012	2013	2015
The use of time in my school	93%	93%	94%	
Facilities and resources	96%	98%	98%	
Community support and involvement	98%	100%	96%	
Managing student conduct	100%	100%	89%	
Teacher leadership	98%	100%	94%	
School leadership	98%	100%	96%	
Professional development	98%	100%	95%	
Instructional practices and support	98%	100%	96%	
New teacher support	98%	97%	98%	
Achievement press	*	100%	100%	

2013

Teachers are trusted to make sound professional decisions about instruction.	94%
Teachers are relied upon to make decisions about educational issues.	93%
Teachers are encouraged to participate in school leadership roles.	96%
The faculty has an effective process for making group decisions to solve problems.	96%
	98%
	100%
	91%

Managing Student Conduct

	Doss					ALL EL
	2011	2012	2013	2014	2015	2015
Students at this school understand expectations for their conduct.	100%	100%	100%	97%	99%	93%
Students at this school follow rules of conduct.	97%	98%	98%	96%	97%	85%
Policies and procedures about student conduct are clearly understood by the faculty.	97%	98%	95%	97%	100%	91%
Administrators consistently enforce rules for student conduct.	98%	98%	96%	91%	91%	86%
Administrators support teachers' efforts to maintain discipline in the classroom.	98%	100%	98%	97%	94%	90%
Teachers consistently enforce rules for student conduct.	93%	97%	98%	100%	99%	93%
The faculty work in a school environment that is safe.	100%	100%	100%	100%	98%	96%
Non-teaching staff consistently enforce rules for student conduct.	95%	97%	95%	99%	96%	93%

Note: All items in this table include responses from teaching and non-teaching staff.

Instructional Practice and Support

	Doss				ALL EL
	2011	2012	2013	2014	2015
Teachers in this school use assessment data to inform their instruction.	98%	95%	98%	100%	
Teachers work in professional learning communities to develop and align instructional practices.	87%	93%	96%	96%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	95%	95%	92%	96%	
Teachers are encouraged to try new things to improve instruction.	100%	95%	100%	98%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.	90%	88%	92%	91%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	98%	100%	98%	93%	

Community Support and Engagement

	Doss			ALL EL
	2011	2012	2013	2015
			100%	
			100%	
			100%	
			100%	
			100%	
			100%	
			96%	
Community members support teachers, contributing to their success with students.	100%		96%	
The community we serve is supportive of this school.	100%		100%	

Professional Development

	Doss					ALL EL
	2011	2012	2013	2014	2015	2015
Sufficient resources are available for professional development.	91%	95%	89%	92%		
An appropriate amount of time is provided for professional development.	93%	93%	76%	83%		
Professional development offerings are data driven.	74%	82%	92%	92%		
Professional learning opportunities are aligned with the school's improvement plan.	93%	95%	94%	92%		
Professional development is differentiated to meet the needs of individual teachers.	63%	88%	82%	75%		
Professional development deepens teachers' content knowledge.	72%	90%	91%	80%		
Teachers are encouraged to reflect on their own practice.	96%	93%	98%	98%		
Follow up is provided from professional development in this school.	79%	85%	87%	88%		
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	77%	93%	93%	85%		
Professional development is evaluated and results are communicated to teachers.	70%	85%	77%	87%		
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	84%	93%	98%	91%		
Professional development enhances teachers' abilities to improve student learning.	87%	95%	98%	91%		

Facilities and Resources

	Doss					ALL EL
	2011	2012	2013	2014	2015	2015
Teachers have sufficient access to appropriate instructional materials.	87%	88%	86%	86%	89%	90%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	87%	88%	88%	88%	70%	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	87%	95%	91%	95%	81%	87%
Teachers have sufficient training and support to fully utilize the available instructional technology.	56%	83%	86%	71%	84%	79%
Teachers have sufficient access to a broad range of professional support personnel.	89%	86%	91%	96%	79%	87%
The physical environment of classrooms in this school supports teaching and learning.+	90%	84%	82%	95%	85%	94%
The school environment is clean and well maintained.+	98%	92%	89%	85%	76%	94%
Teachers have adequate space to work productively.	72%	67%	73%	63%	60%	90%
Teachers have time available to collaborate with colleagues.	38%	42%	73%	52%	64%	78%

Note. + Includes responses from teaching and nonteaching staff.