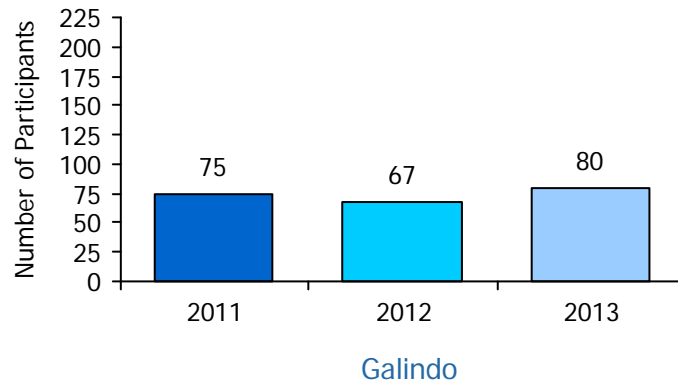


TELL AISD Staff Working Conditions Survey: Results for 2011-2013

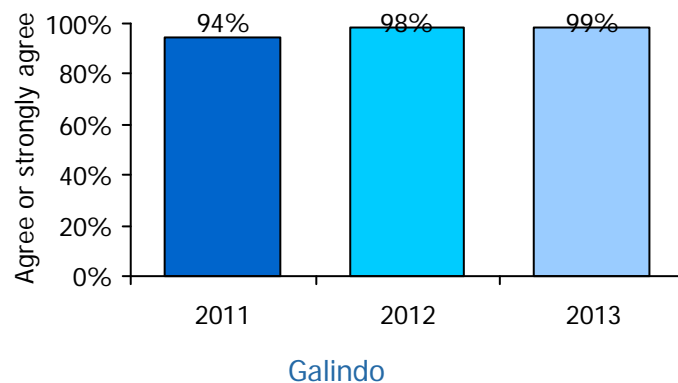
Galindo Elementary School

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

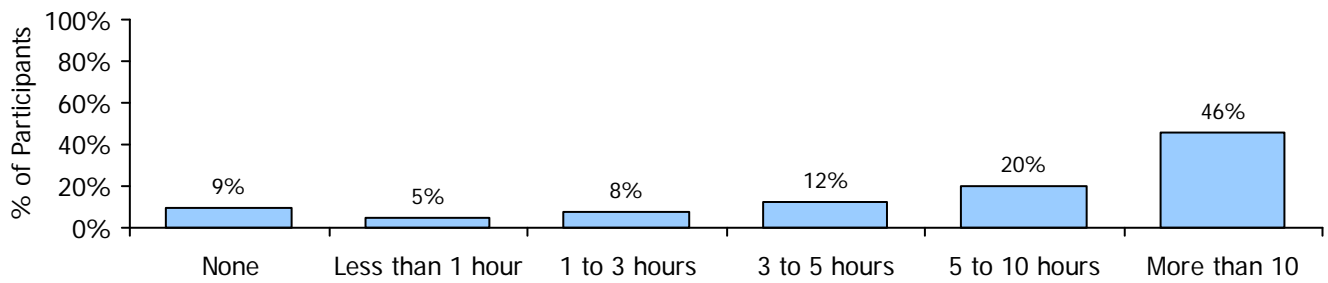


For each item in this report, the number displayed represents the percentage of respondents who agreed or strongly agreed with the statement. Arrows indicate the direction of change from 2011 to 2012 and 2012 to 2013.



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)?



Galindo

| | Galindo | All |
|--|---------|------|
| | 2012 | EL |
| | 2011 | 2013 |
| | 62% | 45% |
| | 48% | 56% |
| | 53% | 59% |
| | 62% | 59% |
| | 36% | 46% |
| | 46% | 46% |
| | 62% | 62% |
| | 45% | 45% |

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

| | 2011 | Galindo 2012 | 2013 | ALL EL 2013 |
|-------------------------------------|------|-----------------|------|-------------------|
| The use of time in my school | 82% | 85% | 94% | 80% |
| Facilities and resources | 90% | 100% | 92% | 91% |
| Community support and involvement | 90% | 89% | 95% | 90% |
| Managing student conduct | 77% | 80% | 81% | 82% |
| Teacher leadership | 88% | 93% | 97% | 89% |
| School leadership | 82% | 98% | 97% | 88% |
| Professional development | 94% | 93% | 94% | 90% |
| Instructional practices and support | 90% | 94% | 91% | 90% |
| New teacher support | 83% | 90% | 81% | 86% |
| Achievement Press | * | 94% | 96% | 91% |

2013

Teachers are trusted to make sound professional decisions about instruction.

92%

Teachers are relied upon to make decisions about educational issues.

95%

97%

89%

91%

95%

89%

68%

80%

91%

69%

Instructional Practice and Support

| | 2011 | Galindo | | ALL EL 2013 |
|---|------|---------|------|-------------------|
| | | 2012 | 2013 | |
| State and local assessment data are available in time to impact instructional practices. | 83% | 72% | 71% | 82% |
| Teachers in this school use assessment data to inform their instruction. | 100% | 100% | 97% | 98% |
| Teachers work in professional learning communities to develop and align instructional practices. | 98% | 98% | 93% | 93% |
| Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers. | 90% | 91% | 86% | 90% |
| Teachers are encouraged to try new things to improve instruction. | 93% | 93% | 94% | 90% |
| Teachers at my school are assigned classes that maximize their likelihood of success with students. | 67% | 65% | 83% | 77% |
| Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy). | 81% | 86% | 91% | 74% |

Community Support and Engagement

| | 2011 | Galindo | | ALL EL 2013 |
|--|------|---------|------|-------------------|
| | | 2012 | 2013 | |
| Parents/guardians are influential decision makers in this school. | 47% | 65% | 61% | 73% |
| This school works directly with parents/guardians to improve the educational climate in students' homes. | 79% | 95% | 84% | 85% |
| This school maintains clear, two-way communication with the community. | 76% | 90% | 88% | 90% |
| This school does a good job of encouraging parent/guardian involvement. | 85% | 89% | 87% | 89% |
| Teachers provide parents/guardians with useful information about student learning. | 94% | 100% | 92% | 95% |
| Parents/guardians know what is going on in this school. | 89% | 90% | 81% | 88% |
| Parents/guardians support teachers, contributing to their success with students. | 71% | 77% | 77% | 81% |
| Community members support teachers, contributing to their success with students. | 71% | 86% | 79% | 86% |
| The community we serve is supportive of this school. | 89% | 93% | 93% | 89% |

| 2011 | Galindo | | ALL EL |
|------|---------|------|--------|
| | 2012 | 2013 | 2013 |
| | 95% | 91% | 92% |
| | 86% | 87% | 84% |
| | 89% | 88% | 91% |
| | 79% | 77% | 84% |
| | 81% | 82% | 87% |
| | 92% | 92% | 93% |
| | 97% | 97% | 94% |
| | 89% | 80% | 90% |

Achievement Press

| | 2011 | Galindo | | ALL EL |
|---|------|---------|------|--------|
| | | 2012 | 2013 | 2013 |
| The school sets high standards for academic performance. | 99% | 97% | 97% | 97% |
| Teachers in this school believe that their students have the ability to achieve academically. | 99% | 94% | 97% | 95% |
| Parents exert pressure to maintain high standards. | 48% | 47% | 43% | 62% |
| Achievement is recognized and acknowledged by the school. | 93% | 97% | 95% | 92% |
| Parents press for school improvement. | 42% | 52% | 49% | 65% |
| Students in this school can achieve the goals that have been set for them. | 99% | 95% | 94% | 94% |
| Students respect others who get good grades. | 95% | 94% | 90% | 91% |
| Students seek extra work so they can get get good grades. | 50% | 57% | 56% | 58% |
| Students try hard to improve on previous work. | 85% | 82% | 84% | 79% |
| The learning environment is orderly and serious.+ | 99% | 97% | 96% | 91% |