



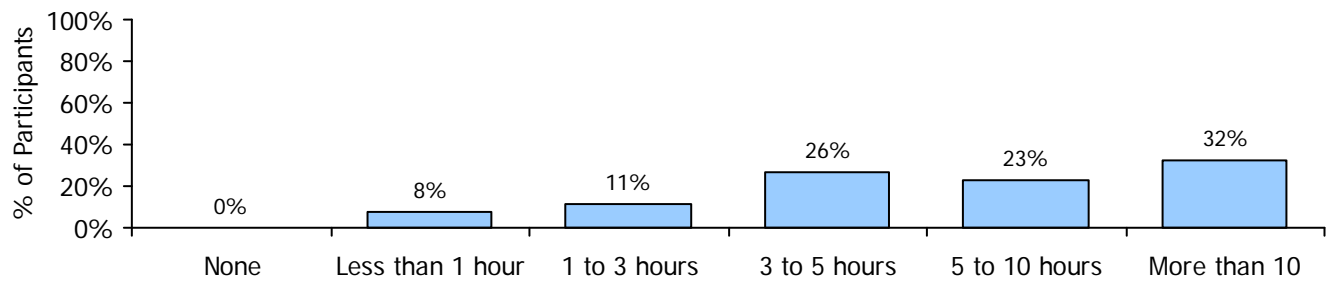
TELL AISD Staff Working Conditions Survey: Results for 2011-2013

Graham 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

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)?



Graham

	2011	Graham 2012	63%	All EL 2013
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	57%	50%	63%	56%
The non instructional time provided for teachers in my school is	84%	69%	63%	59%
	75%	68%	62%	46%

		Graham		ALL EL
Teachers have sufficient access to appropriate instructional materials.	96%	96%	91%	84%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	88%	91%	85%	83%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	91%	98%	81%	82%
Teachers have sufficient training and support to fully utilize the available instructional technology.	85%	81%		70%
Teachers have sufficient access to a broad range of professional support personnel.	96%	92%	89%	80%
The physical environment of classrooms in this school supports teaching and learning. +		98%	100%	93%
The school environment is clean and well maintained. +	98%	97%	94%	94%
Teachers have adequate space to work productively.	95%	85%	89%	85%

Professional Development

ALL
EL
2013

	2012	2013	ALL EL 2013
An appropriate amount of time is provided for professional development.	94%	92%	
Professional development offerings are data driven.	98%	96%	
Professional learning opportunities are aligned with the school's improvement plan.	98%	100%	
Professional development is differentiated to meet the needs of individual teachers.	78%	87%	
Professional development deepens teachers' content knowledge.	96%	96%	
Teachers are encouraged to reflect on their own practice.		96%	
Follow up is provided from professional development in this school.		94%	
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.		98%	
Professional development is evaluated and results are communicated to teachers.		94%	
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.		100%	
Professional development enhances teachers' abilities to improve student learning.		100%	

Community Support and Engagement

ALL
EL



Managing Student Conduct

	Graham			ALL EL
	2011	2012	2013	2013
Students at this school understand expectations for their conduct.	100%	100%	100%	92%
Students at this school follow rules of conduct.	100%	98%	98%	84%
Policies and procedures about student conduct are clearly understood by the faculty.	100%	100%	100%	91%
Administrators consistently enforce rules for student conduct.	100%	100%	97%	84%
Administrators support teachers' efforts to maintain discipline in the classroom.	100%	100%	98%	87%
Teachers consistently enforce rules for student conduct.	100%	98%	97%	93%
The faculty work in a school environment that is safe.	100%	98%	97%	94%
Non-teaching staff consistently enforce rules for student conduct.	100%	98%	97%	90%

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

Achievement Press

	Graham			ALL EL
	2011	2012	2013	2013
The school sets high standards for academic performance.	100%	100%	98%	97%
Teachers in this school believe that their students have the ability to achieve academically.	100%	100%	97%	95%
Parents exert pressure to maintain high standards.	78%	79%	55%	62%
Achievement is recognized and acknowledged by the school.	100%	98%	98%	92%
Parents press for school improvement.	67%	77%	54%	65%
Students in this school can achieve the goals that have been set for them.	100%	100%	100%	94%
Students respect others who get good grades.	96%	97%	98%	91%
Students seek extra work so they can get get good grades.	83%	94%	82%	58%
Students try hard to improve on previous work.	100%	94%	91%	79%
The learning environment is orderly and serious.+	100%	100%	100%	91%

Note. + Item includes responses from teaching and non-teaching staff.

For more information about interpreting and using your TELL AISD data for school improvement, including data use guides, construct worksheets, and other school improvement planning tools, please visit:
http://stafftellaisd.org/Using_Your_Data