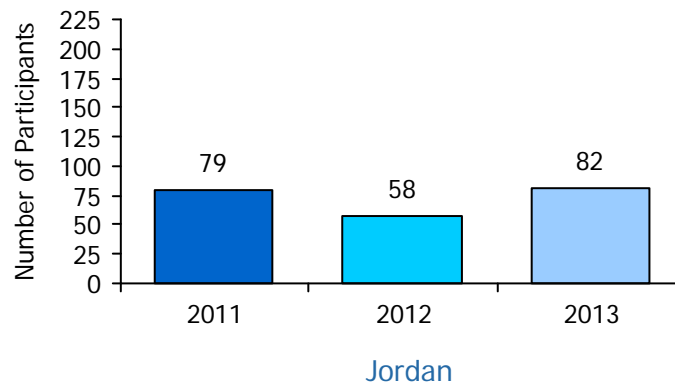


# TELL AISD Staff Working Conditions Survey: Results for 2011-2013

## Jordan 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

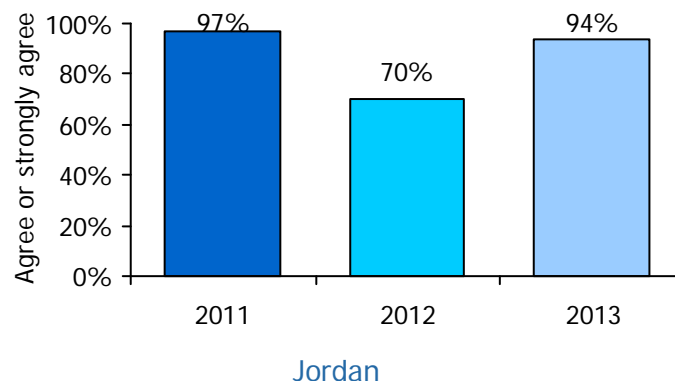


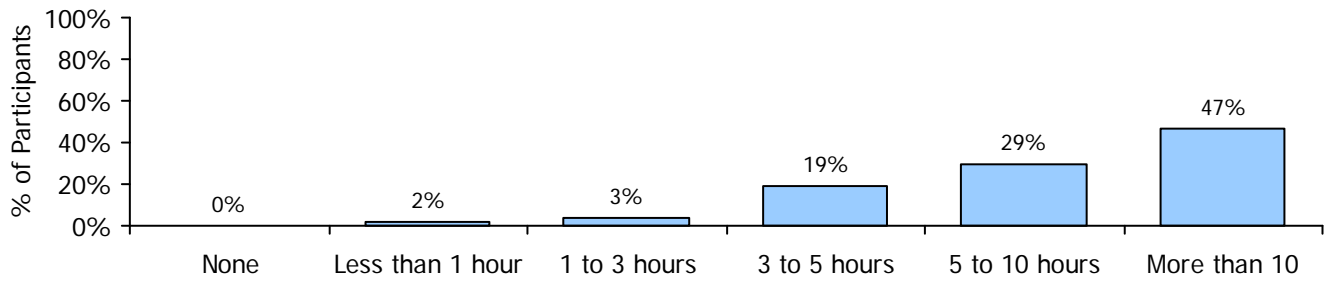
## Survey Results

For each item in this report, the number displayed represents the percentage of respondents who agreed or strongly agreed with the statement. Arrows indicate statistically meaningful changes from one year to the next, computed based on both the percent agreement from year to year and the number of respondents. Longitudinal data and average 2013 results for all schools at your level also are provided where available.

## Overall

Figure 2. "Overall, my school is a good place to work and learn."





2011	2012	2013
67%	33%	
83%	54%	
69%	51%	

## Facilities and Resources

	Jordan			ALL EL
	2011	2012	2013	2013
Teachers have sufficient access to appropriate instructional materials.	89%	87%	97%	84%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	84%	81%	95%	83%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	75%	85%	100%	82%
Teachers have sufficient training and support to fully utilize the available instructional technology.	75%	72%	89%	70%
Teachers have sufficient access to a broad range of professional support personnel.	91%	75%	95%	80%
The physical environment of classrooms in this school supports teaching and learning. +	94%	89%	96%	93%
The school environment is clean and well maintained. +	96%	84%	92%	94%
Teachers have adequate space to work productively.	86%	89%	93%	85%

Note. + Includes responses from teaching and nonteaching staff.

				ALL EL
	2011	2012	2013	2013
The faculty and leadership have a shared vision.	96%	74%	91%	
Teachers feel comfortable raising issues and concerns that are important to them.	63%	56%	69%	
The school leadership consistently supports teachers.	80%	57%	84%	
Teachers are held to high professional standards for delivering instruction.	96%	88%	98%	
The school leadership facilitates using data to improve student learning.	98%	96%	100%	
Teacher performance is assessed objectively.	88%	80%	93%	
	93%	80%	91%	
	86%	82%	84%	
The faculty are recognized for accomplishments.	93%	71%	89%	
There is an atmosphere of trust and mutual respect. +	77%	62%	87%	
School leadership effectively communicates policy. +	88%	79%	92%	
	*	*	89%	
	*	*	98%	
	*	*	96%	
	*	*	96%	
	*	*	98%	
	*	*	92%	

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

	Jordan			ALL EL
	2011	2012	2013	2013
The use of time in my school	88%	67%	77%	80%
Facilities and resources	93%	88%	98%	91%
Community support and involvement	96%	82%	95%	90%
Managing student conduct	75%	49%	75%	82%
Teacher leadership	95%	80%	95%	89%
School leadership	94%	76%	95%	88%
Professional development	95%	92%	95%	90%
Instructional practices and support	95%	85%	91%	90%
New teacher support	95%	88%	88%	86%
Achievement Press	*	86%	88%	91%

Note. \*New to the survey in Spring 2012.

## Teacher Leadership

	Jordan			ALL EL
	2011	2012	2013	2013
Teachers are recognized as educational experts.	86%	59%	86%	85%
Teachers are trusted to make sound professional decisions about instruction.	80%	65%	77%	85%
Teachers are relied upon to make decisions about educational issues.	84%	71%	88%	86%
Teachers are encouraged to participate in school leadership roles.	90%	83%	91%	90%
The faculty has an effective process for making group decisions to solve problems.	75%	60%	80%	78%
In this school we take steps to solve problems.	85%	65%	86%	85%
Teachers are effective leaders in this school.	87%	69%	87%	90%
Teachers have an appropriate level of influence on decision making in this school.	*	64%	79%	78%

Note. \*New to the survey in Spring 2012.

## Professional Development

	2011	Jordan		ALL
		2012	2013	EL 2013
Sufficient resources are available for professional development.	87%	85%	95%	85%
An appropriate amount of time is provided for professional development.	84%	81%	82%	77%
Professional development offerings are data driven.	84%	81%	87%	89%
Professional learning opportunities are aligned with the school's improvement plan.	93%	89%	94%	92%
Professional development is differentiated to meet the needs of individual teachers.	69%	65%	80%	72%
Professional development deepens teachers' content knowledge.	88%	82%	88%	85%
Teachers are encouraged to reflect on their own practice.	93%	94%	91%	92%
Follow up is provided from professional development in this school.	76%	65%	77%	75%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	82%	76%	88%	81%
Professional development is evaluated and results are communicated to teachers.	67%	63%	77%	68%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	93%	81%	91%	89%
Professional development enhances teachers' abilities to improve student learning.	93%	84%	91%	91%

### Campus and District Professional Development

	2013	
	At my campus	In the district
PD is differentiated to meet the needs of individual teachers.	73%	81%
PD deepens teachers' content knowledge.	85%	91%
PD enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	83%	91%
PD enhances teachers' abilities to improve student learning.	93%	91%

Note. These items were new in 2013.

## Instructional Practice and Support

	2011	Jordan		ALL EL 2013
		2012	2013	
State and local assessment data are available in time to impact instructional practices.	94%	98%	93%	
Teachers in this school use assessment data to inform their instruction.	96%	100%	100%	
Teachers work in professional learning communities to develop and align instructional practices.	95%	93%	96%	
Provided supports (i.e., instructional coaching, professional learning TJ098561%5.08050 Teachers work	91%	85%	87%	
	84%	90%	82%	
	74%	70%	77%	
	63%	55%	61%	

## Community Support and Engagement

	2011	Jordan		ALL EL 2013
		2012	2013	
Parents/guardians are influential decision makers in this school.	48%		70%	
This school works directly with parents/guardians to improve the educational climate in students' homes.	87%		91%	
This school maintains clear, two-way communication with the community.	89%		92%	
This school does a good job of encouraging parent/guardian involvement.	88%		93%	
Teachers provide parents/guardians with useful information about student learning.	91%		95%	
			82%	
Parents/guardians support teachers, contributing to their success with students.	64%		84%	
Community members support teachers, contributing to their success with students.	77%		85%	
The community we serve is supportive of this school.	61%		87%	

## Managing Student Conduct

	Jordan			ALL EL
	2011	2012	2013	2013
Students at this school understand expect	62%	68%	74%	76%
Students at this school understand expect	58%	72%	84%	84%
Students at this school understand expect	74%	92%	91%	91%
Students at this school understand expect	59%	77%	84%	84%
Students at this school understand expect	67%	83%	87%	87%
Students at this school understand expect	78%	89%		
Students at this school understand expect	84%	92%	94%	94%
Students at this school understand expect	68%	86%	90%	90%

## Achievement Press

	Jordan			ALL EL
	2011	2012	2013	2013
The school sets high standards for academic performance.	99%	94%	97%	97%
Teachers in this school believe that their students have the ability to achieve academically.	97%	84%	93%	95%
Parents exert pressure to maintain high standards.	52%	56%	62%	62%
Achievement is recognized and acknowledged by the school.	92%	82%	85%	92%
Parents press for school improvement.	56%	77%	75%	65%
Students in this school can achieve the goals that have been set for them.	93%	96%	92%	94%
Students respect others who get good grades.	85%	68%	81%	91%
Students seek extra work so they can get get good grades.	61%	40%	43%	58%
Students try hard to improve on previous work.	77%	59%	64%	79%
The learning environment is orderly and serious.+	85%	76%	88%	91%