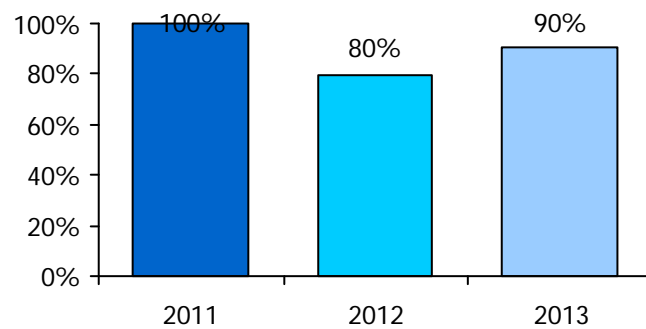




TELL AISD Staff Working Conditions Survey: Results for 2011-2013

Kocurek 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.

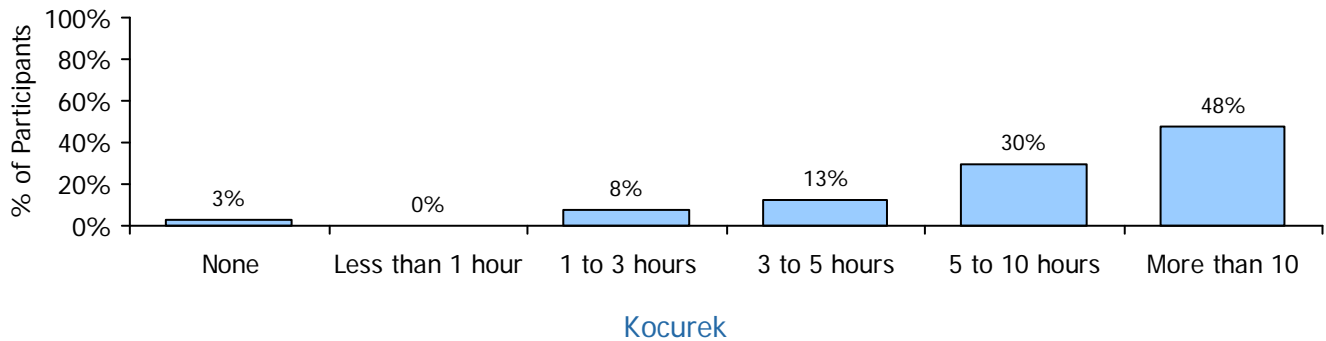


General School Climate

	Kocurek			All EL
	2011	2012	2013	2013
All campus staff are friendly to each other.	88%	78%	59%	84%
All campus staff exhibit pride in their affiliation with the school.	96%	91%	85%	88%
All campus staff are willing to go out of their way to help.	87%	76%	72%	83%
All campus staff are committed to the success of every student.	81%	74%	71%	79%
The goals of my school are made clear.	94%	82%	76%	91%

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)?



	Kocurek			All EL
	2011	2012	2013	2013
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	39%	12%	31%	56%
Teachers have time available to collaborate with colleagues.	53%	34%	50%	59%
The non instructional time provided for teachers in my school is sufficient.	33%	24%	29%	46%

Facilities and Resources

	Kocurek			ALL EL
	2011	2012	2013	2013
Teachers have sufficient access to appropriate instructional materials.	86%	71%	85%	84%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	57%	60%	70%	83%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	70%	94%	70%	82%
Teachers have sufficient training and support to fully utilize the available instructional technology.	60%	38%	54%	70%
Teachers have sufficient access to a broad range of professional support personnel.	88%	71%	76%	80%
The physical environment of classrooms in this school supports teaching and learning. +	97%	91%	82%	93%
The school environment is clean and well maintained. +	97%	100%	91%	94%
Teachers have adequate space to work productively.	93%	83%	92%	85%

Note. + Includes responses from teaching and nonteaching staff.

				ALL EL
	2011	2012	2013	2013
The faculty and leadership have a shared vision.	91%	61%	78%	
Teachers feel comfortable raising issues and concerns that are important to them.	88%	62%	50%	
The school leadership consistently supports teachers.	93%	52%	53%	
Teachers are held to high standards.	98%	91%	89%	
Teachers are held to high standards.	98%	100%	100%	
Teachers are held to high standards.	97%	89%	87%	
Teachers are held to high standards.	95%	84%	89%	
Teachers are held to high standards.	94%	92%	80%	
Teachers are held to high standards.	95%	58%	69%	
Teachers are held to high standards.	86%	65%	62%	
Teachers are held to high standards.	98%	80%	76%	
Teachers are held to high standards.	*	*	64%	
Teachers are held to high standards.	*	*	95%	
Teachers are held to high standards.	*	*	74%	
Teachers are held to high standards.	*	*	88%	
Teachers are held to high standards.	*	*	95%	
Teachers are held to high standards.	*	*	46%	



91%



Professional Development

	2011	Kocurek		ALL EL 2013
		2012	2013	
Sufficient resources are available for professional development.	80%	83%	78%	85%
An appropriate amount of time is provided for professional development.	93%	79%	77%	77%
Professional development offerings are data driven.	97%	94%	97%	89%
Professional learning opportunities are aligned with the school's improvement plan.	97%	96%	88%	92%
Professional development is differentiated to meet the needs of individual teachers.	64%	69%	54%	72%
Professional development deepens teachers' content knowledge.	93%	79%	78%	85%
Teachers are encouraged to reflect on their own practice.	92%	97%	90%	92%
Follow up is provided from professional development in this school.	88%	80%	78%	75%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	95%	79%	69%	81%
Professional development is evaluated and results are communicated to teachers.	74%	68%	55%	68%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	90%	85%	89%	89%
Professional development enhances teachers' abilities to improve student learning.	98%	91%	89%	91%

Campus and District Professional Development

	2013	
	At my campus	In the district
PD is differentiated to meet the needs of individual teachers.	56%	72%
PD deepens teachers' content knowledge.	73%	83%
PD enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	80%	84%
PD enhances teachers' abilities to improve student learning.	80%	83%

Note. These items were new in 2013.

Managing Student Conduct

	Kocurek			ALL EL
	2011	2012	2013	2013
Students at this school understand expectations for their conduct.	95%	77%	82%	92%
Students at this school follow rules of conduct.	72%	64%	69%	84%
Policies and procedures about student conduct are clearly understood by the faculty.	90%	89%	86%	91%
Administrators consistently enforce rules for student conduct.	80%	51%	61%	84%
Administrators support teachers' efforts to maintain discipline in the classroom.	93%	58%	59%	87%
Teachers consistently enforce rules for student conduct.	88%	86%	94%	93%
The faculty work in a school environment that is safe.	93%	93%	83%	94%
Non-teaching staff consistently enforce rules for student conduct.	91%	92%	78%	90%

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

Achievement Press

	Kocurek			ALL EL
	2011	2012	2013	2013
The school sets high standards for academic performance.	98%	95%	100%	97%
Teachers in this school believe that their students have the ability to achieve academically.	98%	98%	98%	95%
Parents exert pressure to maintain high standards.	40%	50%	32%	62%
Achievement is recognized and acknowledged by the school.	88%	86%	72%	92%
Parents press for school improvement.	28%	41%	32%	65%
Students in this school can achieve the goals that have been set for them.	98%	93%	90%	94%
Students respect others who get good grades.	82%	73%	80%	91%
Students seek extra work so they can get get good grades.	43%	34%	28%	58%
Students try hard to improve on previous work.	72%	65%	65%	79%
The learning environment is orderly and serious.+	84%	84%	86%	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