

2012 TELL AISD Results for Kiker 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. The purpose of the survey is to support sound educational policies and practices based on the views of teachers, principals, and other educators in our schools. The following report includes survey results for Kiker during the 2010-2011 and 2011-2012 school years.

Survey Participants

	Kiker				All Elementary	
	2011		2012		2012	
	n	%	n	%	n	%
Professional/ Administrative Staff	63	93%	64	94%	3,289	88%
All Campus Staff	84	n/a	87	n/a	4,313	n/a

Note: Response rates for all campus staff cannot be determined.

SURVEY RESULTS FOR KIKER

For each item in the report below, the number displayed represents the percentage of respondents [who agreed or strongly agreed](#) with the statement. Most items were asked of only professional and administrative campus staff. However some items were asked of all campus staff. Results are reported separately, when available. Arrows indicate statistically meaningful changes.

		Kiker		Ç È	All Elementary 2012
		2011	2012		
Overall, my school is a good place to work and learn.	Professional/ Admin	99%	98%		88%
	All Campus Staff	98%	99%		90%

TELL AISD

Since 2004, AISD has studied the relationship of school climate with staff and student outcomes. In 2010, the AISD Office of Educator Quality and Department of Research and Evaluation partnered with the University of Houston (UHV) and the National Center for Teaching and Learning (NCTL) to develop a survey designed to measure the elements of teaching and learning conditions most critical to school success. The survey is based on 17 & 1/2 UHVH 2006 schools in 18 states. Respondents are asked for their perceptions on a variety of issues related to student achievement and staff retention, including:

- x Time
- x Leadership
- x Facilities and resources
- x



Time

Class sizes are reasonable such that teachers have the time available to meet the needs of all students.

Teachers have time available to collaborate with colleagues.

The non instructional time provided for teachers in my school is sufficient.

Kiker		Ç È Ç	All Elementary
2011	2012		2012
60%	71%		45%
48%	84%		54%

Professional Development

	Kiker	All Elementary
2011		
2012		

Managing Student Conduct

		Kiker		All Elementary
		2011	2012	2012
Students at this school understand expectations for their conduct.	Professional/Admin	98%	98%	90%
	All Campus Staff	98%	99%	91%
Students at this school follow rules of conduct.	Professional/Admin	95%	98%	80%
	All Campus Staff	95%	98%	80%
Policies and procedures about student conduct are clearly understood by the faculty.	Professional/Admin	98%	97%	87%
	All Campus Staff	99%	96%	89%
Administrators consistently enforce rules for student conduct.	Professional/Admin	97%	97%	77%
	All Campus Staff	97%	98%	80%
Teachers consistently enforce rules for student discipline in the classroom.	Professional/Admin	100%	97%	81%
	All Campus Staff	100%	98%	84%
Teachers consistently enforce rules for student conduct.	Professional/Admin	98%	100%	90%
	All Campus Staff	99%	99%	91%
The faculty work in a school environment that is safe.	Professional/Admin	100%	100%	93%
	All Campus Staff	100%	100%	94%
Non-teaching staff consistently enforce rules for student conduct.	Professional/Admin	100%	97%	88%
	All Campus Staff	100%	96%	90%

Kiker