TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

	2011	2012	2013	ALL EL 2016
The faculty and leadership have a shared vision.	67%	81%	87%	
Teachers feel comfortable raising issues and concerns that are important to them.	44%	64%	73%	
The school leadership consistently supports teachers.	59%	67%	82%	
Teachers are held to high professional standards for delivering instruction.	81%	85%	92%	
The school leadership facilitates using data to improve student learning.	97%	95%	100%	
Teacher performance is assessed objectively.	67%	60%	83%	
	54%	60%	81%	
	65%	65%	81%	
	54%	83%	79%	
There is an atmosphere of trust and mutual respect.+	53%	69%	73%	
	73%	89%	87%	
	*	*	84%	
	*	*	88%	
	*	*	85%	
	*	*	88%	
	*	*	93%	
	*	*	80%	

The school leadership makes a sustained effort to address teacher concerns about:		Langford					ALL EL
	2011	2012	2013	2014	2015	2016	2016
The use of time in my school	50%	64%	75%	89%	86%	79%	88%
Facilities and resources	67%	87%	93%	91%	98%	94%	94%
Community support and involvement	69%	77%	88%	84%	90%	89%	94%
Managing student conduct	71%	80%	82%	77%	88%	75%	87%
Teacher leadership	74%	73%	86%	88%	91%	91%	93%
School leadership	70%	70%	86%	89%	96%	89%	93%
Professional development	69%	73%	87%	93%	96%	91%	94%
Instructional practices and support	86%	73%	85%	91%	95%	93%	94%
New teacher support	76%	73%	79%	84%	91%	92%	90%
Achievement press	*	69%	83%	87%	96%	96%	95%
General school climate	*	76%	80%	88%	97%	90%	90%

Teacher Leadership

		Langford					ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers are recognized as educational experts.	53%	61%	78%	84%	93%	88%	90%
Teachers are trusted to make sound professional decisions about instruction.	42%	58%	73%	75%	90%	88%	91%
Teachers are relied upon to make decisions about educational issues.	53%	65%	83%	84%	95%	87%	91%
Teachers are encouraged to participate in school leadership roles.	71%	79%	90%	89%	96%	92%	94%
The faculty has an effective process for making group decisions to solve problems.	45%	70%	75%	80%	85%	85%	85%
In this school we take steps to solve problems.	59%	82%	84%	89%	91%	85%	90%
Teachers are effective leaders in this school.	63%	67%	80%	80%	97%	91%	92%
Teachers have an appropriate level of influence on decision making in this school.	*	60%	76%	74%	89%	83%	85%

*This item was not asked.

Achievement Press

	Langford						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	89%	93%	96%	94%	97%		
Teachers in this school believe that their students have the ability to achieve academically.	88%	74%	87%	89%	93%		
Parents exert pressure to maintain high standards.	32%	24%	41%	42%	43%		
Academic achievement is recognized and acknowledged by the school.	85%	81%	90%	87%	84%		
Parents press for school improvement.	37%	24%	41%	48%	51%		
Students in this school can achieve the goals that have been set for them.	89%	89%	90%	92%	96%		
Students respect others who get good grades.	66%	74%	83%	79%	89%		
Students seek extra work so they can get get good grades.	41%	28%	45%	41%	40%		
Students try hard to improve on previous work.	70%	64%	68%	63%	67%		
The learning environment is orderly and serious.+	83%	85%	85%	90%	95%		

+Includes responses from teaching and non-teaching staff.

		LangfordL		ALL EL
2011	2012	2013		2016
	89%	91%		
	78%	79%		
	87%	86%		
	81%	85%		
	83%	89%		
	84%	84%		
	89%	100%		
	76%	85%		

Professional Development

	Langford					ALL EL
	2011	2012	2013	2014	2015	2016
Sufficient resources are available for professional development.	62%	64%	80%	93%	96%	
An appropriate amount of time is provided for professional development.	60%	60%	80%	89%	86%	
Professional development offerings are data driven.	73%	86%	90%	94%	98%	
Professional learning opportunities are aligned with the school's improvement plan.	83%	83%	85%	96%	98%	
Professional development is differentiated to meet the needs of individual teachers.	44%	40%	68%	76%	81%	
Professional development deepens teachers' content knowledge.	64%	77%	80%	91%	91%	
Teachers are encouraged to reflect on their own practice.	80%	87%	90%	100%	97%	
Follow up is provided from professional development in this school.	39%	48%	77%	84%	91%	
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	63%	59%	81%	86%	89%	
Professional development is evaluated and results are communicated to teachers.	35%	34%	74%	78%	81%	
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	76%	89%	90%	96%	93%	
Professional development enhances teachers' abilities to improve student learning.	83%	87%	90%	96%	95%	

Facilities and Resources

	2011	2012	2013	Langford 2014	2015	2016	ALL EL 2016
Teachers have sufficient access to appropriate instructional materials.	61%	70%	86%	95%	91%	91%	91%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	66%	76%	79%	66%	74%	80%	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	57%	53%	90%	86%	68%	80%	86%
Teachers have sufficient training and support to fully utilize the available instructional technology.	47%	46%	65%	64%	90%	75%	80%
Teachers have sufficient access to a broad range of professional support personnel.	67%	67%	82%	95%	95%	83%	89%
The physical environment of classrooms in this school supports teaching and learning.+	91%	91%	86%	97%	97%	93%	94%
The school environment is clean and well maintained.+	98%	93%	91%	100%	100%	90%	93%
Teachers have adequate space to work productively.	86%	85%	82%	90%	95%	91%	91%
Teachers have time available to collaborate with colleagues.	58%	46%	59%	75%	79%	87%	80%

Note. + Includes responses from teaching and nonteaching staff.

District Vision

	Langford 2016	ALL EL 2016
There are clear goals and structures for teaching and learning in AISD.	93%	93%
There is a clear vision for the use of data to inform education in AISD.	94%	93%
There is a clear vision for academic, social, and emotional learning in AISD.	91%	94%