



ALL
MS

Teachers have sufficient access to appropriate instructional materials.	83%	68%	74%	83%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	61%	63%	85%	80%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	82%	83%	85%	79%
Teachers have sufficient training and support to fully utilize the available instructional technology.	61%	59%		71%
Teachers have sufficient access to a broad range of professional support personnel.	65%	73%	83%	82%
The physical environment of classrooms in this school supports teaching and learning. +		85%	98%	
The school environment is clean and well maintained. +	90%	78%	100%	
Teachers have adequate space to work productively.	81%	83%	83%	84%

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

	2011	Martin 2012	2013	ALL MS 2013
The use of time in my school	63%	61%	81%	77%
Facilities and resources	68%	73%	93%	87%
Community support and involvement	65%	72%	95%	87%
Managing student conduct	49%	25%	84%	75%
Teacher leadership	77%	66%	93%	85%
School leadership	57%	62%	93%	84%
Professional development	83%	76%	93%	89%
Instructional practices and support	77%	71%	90%	88%
New teacher support	78%	81%	88%	82%
Achievement Press	*	66%	85%	86%

2013

Teachers are trusted to make sound professional decisions about instruction.	82%
Teachers are relied upon to make decisions about educational issues.	84%
Teachers are encouraged to participate in school leadership roles.	95%
The faculty has an effective process for making group decisions to solve problems.	86%
In this school we take steps to solve problems.	90%
Teachers are effective leaders in this school.	91%
Teachers have an appropriate level of influence on decision making in 78%81%	79%

Professional learning opportunities are aligned with the school's improvement plan.

80%

90%

93%

74%

83%

81%

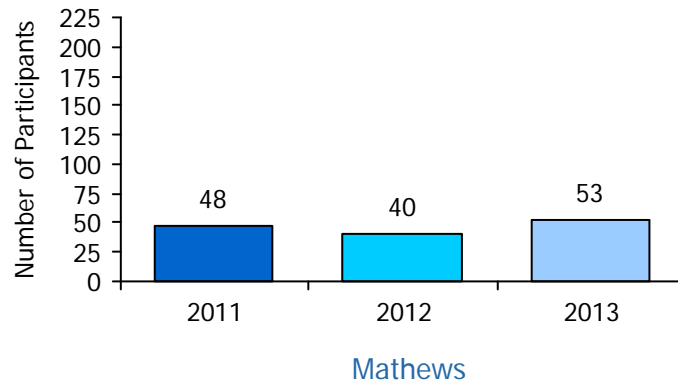
80%

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

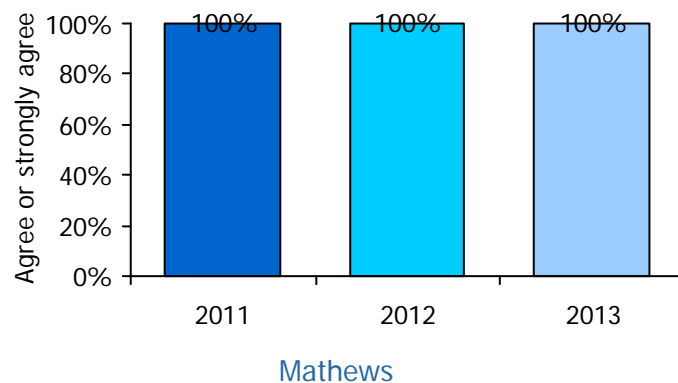
Mathews Elementary School

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



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

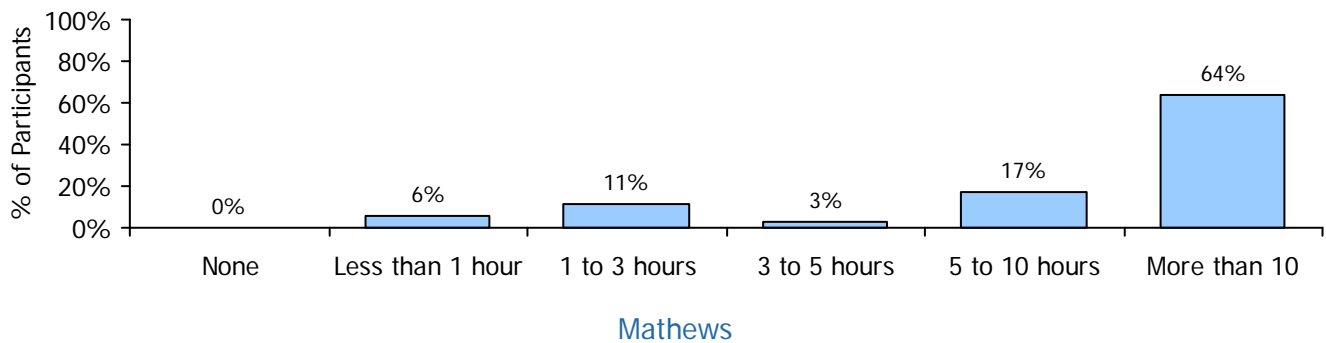


General School Climate

	Mathews			All EL 2013
	2011	2012	2013	2013
All campus staff are friendly to each other.	89%	79%	92%	84%
All campus staff exhibit pride in their affiliation with the school.	98%	97%	98%	88%
All campus staff are willing to go out of their way to help.	91%	92%	89%	83%
All campus staff accomplish their jobs with enthusiasm.	93%	97%	91%	79%
All campus staff are committed to their jobs.	91%	90%	98%	86%
The goals of my school are made clear.	98%	95%	100%	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)?



	Mathews			All EL 2013
	2011	2012	2013	2013
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	47%	59%	71%	56%
Teachers have time available to collaborate with colleagues.	59%	50%	56%	59%
The non instructional time provided for teachers in my school is sufficient.	36%	55%	39%	46%

Facilities and Resources

	Mathews			ALL EL
	2011	2012	2013	2013
Teachers have sufficient access to appropriate instructional materials.	97%	84%	94%	84%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	82%	71%	83%	83%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	88%	94%	97%	82%
Teachers have sufficient training and support to fully utilize the available instructional technology.	82%	81%	82%	70%
Teachers have sufficient access to a broad range of professional support personnel.	85%	77%	91%	80%
The physical environment of classrooms in this school supports teaching and learning. +	98%	98%	93%	93%
The school environment is clean and well maintained. +	100%	98%	97%	94%
Teachers have adequate space to work productively.	88%	84%	91%	85%

Note. + Includes responses from teaching and nonteaching staff.

	2011	2012	2013	ALL EL 2013
	94%	97%	97%	
	82%	86%	89%	
	85%	93%	97%	
	97%	97%	100%	
	97%	100%	100%	
	91%	97%	94%	
	94%	97%	97%	
	94%	90%	91%	
	88%	87%	94%	
	85%	95%	87%	
	96%	95%	98%	

Mathews

2013

		80%
		91%
		90%
		82%
	100%	89%
	100%	88%
	100%	90%
	100%	90%
	100%	86%
*	100%	91%



	91%
	93%
Professional learning opportunities are aligned with the school's improvement plan.	97%
Professional development is differentiated to meet the needs of individual teachers.	94%
Professional development deepens teachers' content knowledge.	97%
Teachers are encouraged to reflect on their own practice.	100%
Follow up is provided from professi	91%

Instructional Practice and Support

	Mathews			ALL EL 2013
	2011	2012	2013	
State and local assessment data are available in time to impact instructional practices.	97%	88%	78%	
	100%	100%	100%	
	94%	97%	100%	
	97%	96%	100%	
	100%	100%	100%	
	89%	92%	93%	
	100%	97%	100%	

Community Support and Engagement

	Mathews			ALL EL 2013
	2011	2012	2013	
Parents/guardians are influential decision makers in this school.	97%		97%	
This school works directly with parents/guardians to improve the educational climate in students' homes.	91%		100%	
This school maintains clear, two-way communication with the community.	97%		100%	
This school does a good job of encouraging parent/guardian involvement.	97%		97%	
Teachers provide parents/guardians with useful information about student learning.	100%		100%	
			100%	
Parents/guardians support teachers, contributing to their success with students.	94%		100%	
Community members support teachers, contributing to their success with students.	100%		100%	
The community we serve is supportive of this school.	97%		100%	

	2011	2012	2013	ALL EL
		90%	96%	92%
		74%	94%	84%
		97%	98%	91%
		85%	94%	84%
		95%	96%	87%
		90%	98%	93%
		100%	100%	94%
		87%	93%	90%

Achievement Press

	2011	Mathews 2012	2013	ALL EL
The school sets high standards for academic performance.	98%	100%	100%	97%
Teachers in this school believe that their students have the ability to achieve academically.	100%	100%	100%	95%
Parents exert pressure to maintain high standards.	80%	87%	91%	62%
Achievement is recognized and acknowledged by the school.	100%	100%	100%	92%
Parents press for school improvement.	81%	92%	77%	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.	100%	100%	100%	91%
Students seek extra work so they can get get good grades.	58%	68%	83%	58%
Students try hard to improve on previous work.	88%	94%	94%	79%
The learning environment is orderly and serious.+	93%	87%	98%	91%