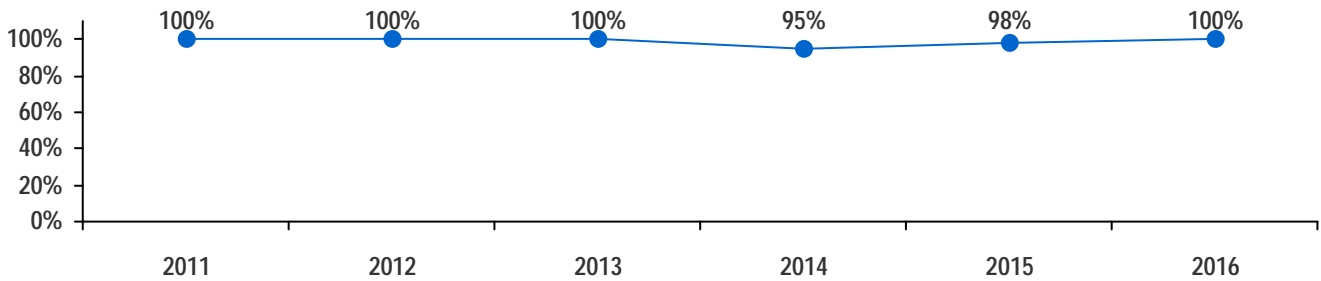




TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

Mathews Elementary School

The Teaching, Empowering, Leading and Learning (TELL) AISD Survey gathers information about school conditions from the educators working in schools. TELL obtains perceptions on a variety of issues related to



School Leadership

ALL
EL
2016

	Mathews			
	2011	2012	2013	2014
The faculty and leadership have a shared vision.	94%	97%	97%	100%
Teachers feel comfortable raising issues and concerns that are important to them.	82%	86%	89%	100%
The school leadership consistently supports teachers.	85%	93%	97%	100%
Teachers are held to high professional standards for delivering instruction.	97%	97%	100%	100%
The school leadership facilitates using data to improve student learning.	97%	100%	100%	100%
Teacher performance is assessed objectively.	91%	97%	94%	96%
Teachers receive feedback that can help them improve teaching.	94%	97%	97%	96%
The procedures for teacher evaluation are consistent.	94%	90%	91%	96%
The faculty are recognized for accomplishments.	88%	87%	94%	100%
There is an atmosphere of trust and mutual respect.+	85%	95%	87%	93%
School leadership effectively communicates policy.+	96%	95%	98%	
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	100%	100%
My principal clearly defines expectations for our school.	*	*	100%	100%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	97%	100%
My principal has a clearly defined mission and vision for my school.	*	*	100%	100%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	97%	100%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	100%	100%

+Includes responses from teaching and nonteaching staff.

Achievement Press

	Mathews						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	98%	100%	100%	97%	97%	97%	96%
Teachers in this school believe that their students have the ability to achieve academically.	100%	100%	100%	100%	100%	100%	96%
Parents exert pressure to maintain high standards.	80%	87%	91%	88%	97%	91%	70%
Academic achievement is recognized and acknowledged by the school.	100%	100%	100%	100%	100%	100%	94%
Parents press for school improvement.	81%	92%	77%	90%	94%	91%	75%
Students in this school can achieve the goals that have been set for them.	100%	100%	100%	97%	97%	100%	96%
Students respect others who get good grades.	100%	100%	100%	100%	100%	100%	93%
Students seek extra work so they can get get good grades.	58%	68%	83%	88%	83%	68%	62%
Students try hard to improve on previous work.	88%	94%	94%	94%	97%	87%	83%
The learning environment is orderly and serious.+	93%	87%	98%	100%	93%	83%	92%

+Includes responses from teaching and non-teaching staff.

Group students across classes based on learning needs.

Provide support for new teachers.

Provide support for struggling teachers.

Data Use (continued)

Mathews

2016

How frequently do you use data in the following ways?

	Once a year	Once a semester	Once every 2 months	Once a month	Twice a month	Once a week
Comparing test scores for your class across academic years (e.g., how 5th grade class as a whole performed in 3rd and 4th grade).	28%	41%	17%	14%	0%	0%
Examining current year benchmark scores to create classroom instructional groups.	3%	45%	28%	10%	3%	10%
Examining data to identify students in need of intervention.	0%	17%	7%	31%	24%	21%
Collaborating with other educators about data and how it relates to the learning needs of students.	10%	28%	14%	17%	17%	14%

Managing Student Conduct

	Mathews						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	91%	90%	96%	100%	89%	94%	91%
Students at this school follow rules of conduct.+	85%	74%	94%	90%	86%	85%	84%
School staff clearly understand policies and procedures about student conduct.**	91%	97%	98%	100%	90%	94%	92%
Administrators consistently enforce rules for student conduct.+	80%	85%	94%	93%	87%	85%	90%
Administrators support teachers' efforts to maintain discipline in the classroom.+	91%	95%	96%	95%	87%	91%	91%
Teachers consistently enforce rules for student conduct.+	93%	90%	98%	98%	93%	85%	91%
All campus staff work in a school environment that is safe.+ **	100%	100%	100%	100%	97%	100%	95%
Non-teaching staff consistently enforce rules for student conduct.+	90%	87%	93%	95%	93%	87%	90%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	91%	90%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	94%	92%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	86%	80%

+Includes responses from teaching and non-teaching staff. *This item was not asked. **This item was slightly reworded in 2016.

2014

100%

100%

Provided supports (i.e., instructional coaching,

96%

Teachers are encouraged to try new things to improve instruction.

100%

Teachers at my school are assigned classes that maximize their likelihood of success with students.

79%

Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).

96%

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

Professional development is differentiated to meet the needs of individual teachers.

91%

93%

97%

94%

97%

100%

91%

