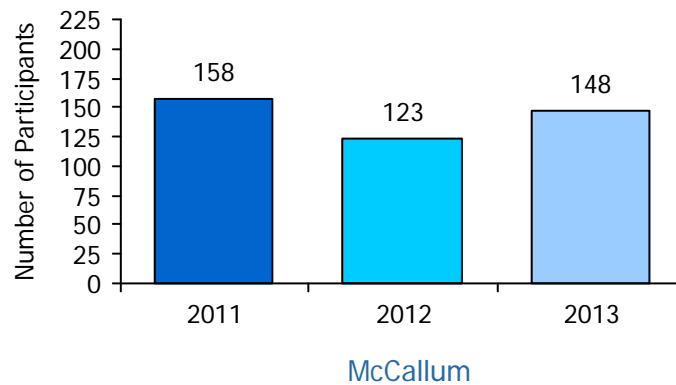


# TELL AISD Staff Working Conditions Survey: Results for 2011-2013

## McCallum High 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

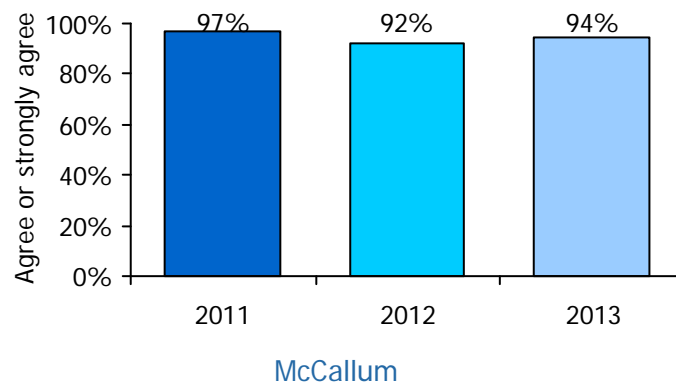


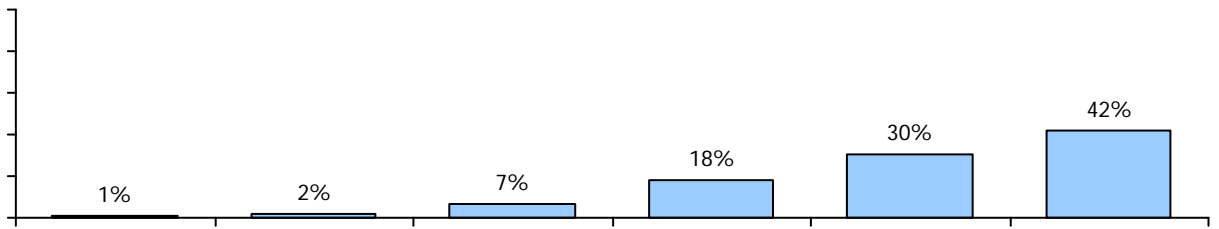
## Survey Results

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 your level also are provided where available.

## Overall

Figure 2. "Overall, my school is a good place to work and learn."







McCallum

	2013	
	78%	76%
	76%	84%
	90%	89%
	85%	77%
Teacher leadership	89%	87%
School leadership	90%	84%
Professional development	88%	88%
Instructional practices and support	86%	88%
New teacher support	77%	83%
Achievement Press *	83%	87%



## Professional Development

	2011	McCallum		ALL HS 2013
		2012	2013	
Sufficient resources are available for professional development.	80%	86%	75%	84%
An appropriate amount of time is provided for professional development.	75%	85%	74%	81%
Professional development offerings are data driven.	76%	80%	86%	87%
Professional learning opportunities are aligned with the school's improvement plan.	85%	85%	91%	92%
Professional development is differentiated to meet the needs of individual teachers.	54%	55%	61%	65%
Professional development deepens teachers' content knowledge.	60%	58%	68%	67%
Teachers are encouraged to reflect on their own practice.	89%	84%	88%	91%
Follow up is provided from professional development in this school.	61%	59%	56%	69%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	88%	69%	80%	80%
Professional development is evaluated and results are communicated to teachers.	54%	47%	55%	64%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	78%	64%	78%	82%
Professional development enhances teachers' abilities to improve student learning.	87%	66%	78%	85%

### Campus and District Professional Development

	2013	
	At my campus	In the district
PD is differentiated to meet the needs of individual teachers.	49%	53%
PD deepens teachers' content knowledge.	60%	59%
PD enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	71%	70%
PD enhances teachers' abilities to improve student learning.	77%	74%

Note. These items were new in 2013.



## Managing Student Conduct

	McCallum			ALL HS
	2011	2012	2013	2013
Students at this school understand expectations for their conduct.		87%	77%	83%
Students at this school follow rules of conduct.		61%	53%	69%
Policies and procedures about student conduct are clearly posted.	84%	63%	82%	84%
		71%	65%	68%
		84%	80%	81%
		65%	62%	73%
		96%	92%	94%
		63%	61%	77%

## Achievement Press

	McCallum			ALL HS
	2011	2012	2013	2013
The school sets high standards for academic performance.	93%	91%	92%	91%
Teachers in this school believe that their students have the ability to achieve academically.	96%	93%	93%	93%
Parents exert pressure to maintain high standards.	69%	71%	67%	56%
Achievement is recognized and acknowledged by the school.	94%	94%	93%	92%
Parents press for school improvement.	79%	85%	84%	60%
Students in this school can achieve the goals that have been set for them.	93%	93%	95%	95%
Students respect others who get good grades.	73%	81%	84%	81%
Students seek extra work so they can get good grades.	58%	70%	63%	61%
Students try hard to improve on previous work.	56%	66%	63%	66%
The learning environment is orderly and serious.	79%	83%	82%	85%