TELL AISD Teaching and Le

School Leadership

	Mills						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The faculty and leadership have a shared vision.	84%	88%	86%	91%	96%		
Teachers feel comfortable raising issues and concerns that are important to them.	67%	83%	82%	91%	100%		
The school leadership consistently supports teachers.	73%	86%	80%	79%	96%		
Teachers are held to high professional standards for delivering instruction.	92%	93%	88%	88%	98%		
The school leadership facilitates using data to improve student learning.	93%	98%	98%	100%	100%		
Teacher performance is assessed objectively.	85%	92%	85%	91%	98%		
Teachers receive feedback that can help them improve teaching.	82%	86%	85%	84%	98%		
The procedures for teacher evaluation are consistent.	90%	90%	94%	93%	94%		
The faculty are recognized for accomplishments.	83%	97%	88%	86%	96%		
There is an atmosphere of trust and mutual respect.+	78%	91%	91%	90%	99%		
School leadership effectively communicates policy.+	88%	97%	88%	94%	98%		
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	91%	100%	100%		
My principal clearly defines expectations for our school.	*	*	89%	93%	100%		
My principal provides constructive feedback to teachers toward improving their performance.	*	*	72%	79%	96%		
My principal has a clearly defined mission and vision for my school.	*	*	90%	93%	100%		
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	95%	96%	100%		
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	83%	89%	100%		

My principal models social and emotional competence in the way that he/she deals with students and faculty on an ever7ĘjT.2(rihBT/TT8 1 Tf10.9842 0 0 10.9842 55.0 98dn an e)3Ťj-1.358 TD ana nc (%)ŢJ-.4567 -2.9983 TD-.0062 Tc[1(
+Includes responses from teaching and nonteaching staff.

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The school leadership makes a sustained effort to address teacher concerns about:	Mills						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The use of time in my school	77%	90%	91%	98%	98%	94%	88%
Facilities and resources	87%	97%	96%	98%	100%	98%	94%
Community support and involvement	92%	100%	98%	96%	98%	100%	94%
Managing student conduct	87%	92%	88%	91%	96%	96%	87%
Teacher leadership	88%	98%	90%	96%	100%	98%	93%
School leadership	88%	93%	89%	93%	100%	100%	93%
Professional development	87%	95%	95%	93%	100%	92%	94%
Instructional practices and support	90%	84%	91%	96%	100%	96%	94%
New teacher support	83%	91%	84%	93%	98%	97%	90%
Achievement press	*	98%	93%	98%	100%	98%	95%
General school climate	*	95%	93%	93%	98%	84%	90%

Teacher Leadership

	Mills						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers are recognized as educational experts.	88%	98%	93%	98%	98%	89%	90%
Teachers are trusted to make sound professional decisions about instruction.	92%	98%	98%	98%	100%	92%	91%
Teachers are relied upon to make decisions about educational issues.	97%	95%	98%	98%	98%	96%	91%
Teachers are encouraged to participate in school leadership roles.	95%	100%	100%	98%	100%	98%	94%
The faculty has an effective process for making group decisions to solve problems.	81%	86%	88%	89%	96%	88%	85%
In this school we take steps to solve problems.	83%	92%	84%	96%	96%	92%	90%
Teachers are effective leaders in this school.	95%	100%	96%	100%	98%	92%	92%
Teachers have an appropriate level of influence on decision making in this school.	*	88%	91%	96%	95%	76%	85%

*This item was not asked.

Managing Student Conduct

	Mills			ALL EL
	2011	2012	2013	2016
Students at this school understand expectations for their conduct.+		98%	95%	
Students at this school follow rules of conduct.+		94%	94%	
School staff clearly understand policies and procedures about student conduct.**		92%	95%	
Administrators consistently enforce rules for student conduct.+		90%	86%	
Administrators support teachers' efforts to maintain discipline in the classroom.+		92%	93%	
Teachers consistently enforce rules for student		94%	96%	
		98%	98%	
		98%	96%	

Instructional Practice and Support

	Mills				ALL EL
	2011	2012	2013	2014	2016
Teachers in this school use assessment data to inform their instruction.	98%	97%	96%	98%	
Teachers work in professional learning communities to develop and align instructional practices.	93%	95%	96%	98%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	79%	90%	94%	96%	
Teachers are encouraged to try new things to improve instruction.	95%	95%	88%	93%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.	52%	75%	78%	80%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	95%	97%	100%	95%	

Community Support and Engagement

	Mills			ALL EL
	2011	2012	2013	2016
			95%	
			95%	
This school maintains clear, two-way communication with the community.	100%		100%	
This school does a good job of encouraging parent/guardian involvement.	98%		100%	
Teachers provide parents/guardians with useful information about student learning.	98%		100%	
			100%	
Parents/guardians support teachers, contributing to their success with students.	98%		94%	
Community members support teachers, contributing to their success with students.	96%		97%	
The community we serve is supportive of this school.	97%		100%	

Professional Learning Communities

I participate with a group of my campus colleagues to:	Mills 2016	ALL EL 2016
Analyze student performance data.	96%	94%
Discuss ways to meet objectives for specific students.	98%	95%96%
Plan lessons and units together.	84%	
Develop common student assessments.	88%	
Support students' social and emotional competence.	100%	

Professional Development

	Mills						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Sufficient resources are available for professional development.	87%	90%	93%	93%	100%	96%	91%
An appropriate amount of time is provided for professional development.	82%	90%	82%	84%	93%	92%	88%
Professional development offerings are data driven.	86%	89%	92%	96%	94%	90%	91%
Professional learning opportunities are aligned with the school's improvement plan.	91%	96%	94%	94%	100%	91%	94%
Professional development is differentiated to meet the needs of individual teachers.	52%	84%	84%	81%	89%	77%	79%
Professional development deepens teachers' content knowledge.	84%	85%	84%	87%	98%	87%	89%
Teachers are encouraged to reflect on their own practice.	90%	95%	88%	96%	98%	94%	95%
Follow up is provided from professional development in this school.	48%	74%	76%	75%	91%	79%	85%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	83%	97%	88%	93%	91%	87%	89%
Professional development is evaluated and results are communicated to teachers.	47%	67%	79%	72%	84%	76%	78%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	83%	86%	91%	89%	96%	79%	92%
Professional development enhances teachers' abilities to improve student learning.	82%	89%	91%	91%	96%	79%	93%