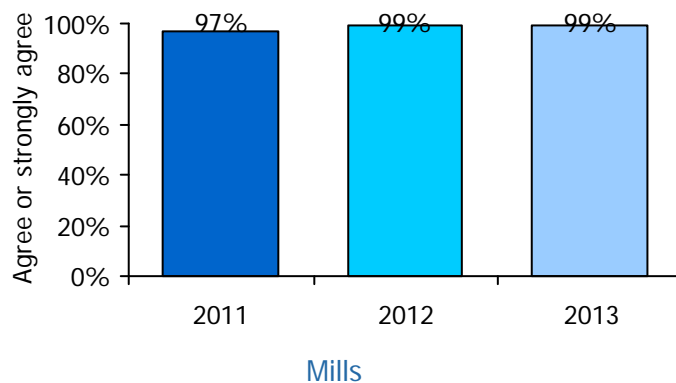
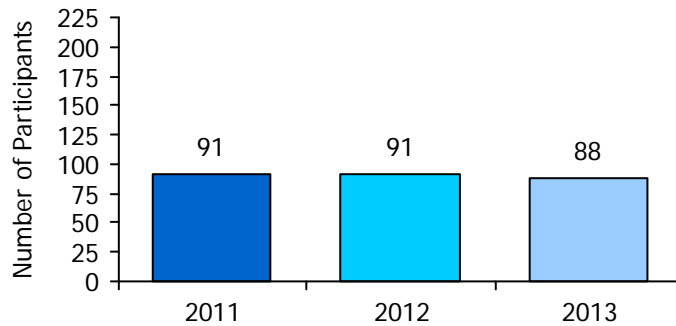


TELL AISD Staff Working Conditions Survey: Results for 2011-2013 Mills Elementary School

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

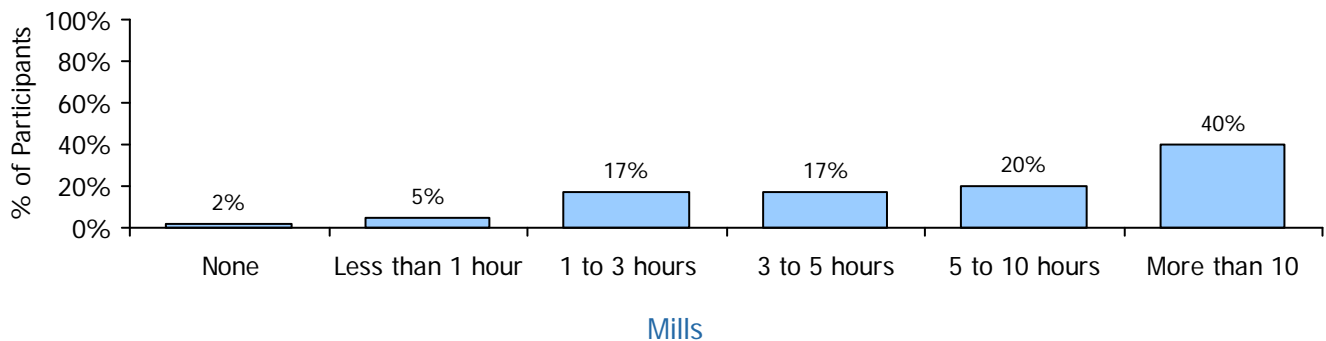


General School Climate

	Mills			All EL 2013
	2011	2012	2013	
All campus staff are friendly to each other.	78%	88%	83%	84%
All campus staff exhibit pride in their affiliation with the school.	87%	97%	95%	88%
All campus staff are willing to go out of their way to help.	81%	88%	85%	83%
All campus staff accomplish their jobs with enthusiasm.	72%	81%	81%	79%
All campus staff are committed to their jobs.	80%	85%	86%	86%
The goals of my school are made clear.	92%	98%	94%	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)?



	Mills			All EL 2013
	2011	2012	2013	
Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	66%	66%	61%	56%
Teachers have time available to collaborate with colleagues.	47%	81%	63%	59%
The non instructional time provided for teachers in my school is sufficient.	44%	63%	57%	46%

Teachers have sufficient access to appropriate instructional materials.	85%	95%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	69%	86%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	92%	100%
Teachers have sufficient training and support to fully utilize the available instructional technology.	69%	
Teachers have sufficient access to a broad range of professional support personnel.	93%	86%
The physical environment of classrooms in this school supports teaching and learning. +		72%
The school environment is clean and well maintained. +	93%	91%
Teachers have adequate space to work productively.		92%

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

	2011	Mills 2012	2013	ALL EL 2013
The use of time in my school	77%	90%	91%	80%
Facilities and resources	87%	97%	96%	91%
Community support and involvement	92%	100%	98%	90%
Managing student conduct	87%	92%	88%	82%
Teacher leadership	88%	98%	90%	89%
School leadership	88%	93%	89%	88%
Professional development	87%	95%	95%	90%
Instructional practices and support	90%	84%	91%	90%
New teacher support	83%	91%	84%	86%
Achievement Press	*	98%	93%	91%

2013

Teachers are trusted to make sound professional decisions about instruction.

98%

Teachers are relied upon to make decisions about educational issues.

98%

100%

88%

84%

96%

91%

Professional Development

	2011	Mills		ALL EL 2013
		2012	2013	
Sufficient resources are available for professional development.	87%	90%	93%	85%
An appropriate amount of time is provided for professional development.	82%	90%	82%	77%
Professional development offerings are data driven.	86%	89%	92%	89%
Professional learning opportunities are aligned with the school's improvement plan.	91%	96%	94%	92%
Professional development is differentiated to meet the needs of individual teachers.	52%	84%	84%	72%
Professional development deepens teachers' content knowledge.	84%	85%	84%	85%
Teachers are encouraged to reflect on their own practice.	90%	95%	88%	92%
Follow up is provided from professional development in this school.	48%	74%	76%	75%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	83%	97%	88%	81%
Professional development is evaluated and results are communicated to teachers.	47%	67%	79%	68%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	83%	86%	91%	89%
Professional development enhances teachers' abilities to improve student learning.	82%	89%	91%	91%

Campus and District Professional Development

	2013	
	At my campus	In the district
PD is differentiated to meet the needs of individual teachers.	75%	74%
PD deepens teachers' content knowledge.	82%	80%
PD enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	83%	82%
PD enhances teachers' abilities to improve student learning.	84%	82%

Note. These items were new in 2013.

Instructional Practice and Support

84%

98%

93%

Community Support and Engagement

	2011	Mills 2012	2013	ALL EL 2013
Parents/guardians are influential decision makers in this school.	98%		95%	
This school works directly with parents/guardians to improve the educational climate in students' homes.	91%		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%	

ALL

2011 2012 2013 2013