



TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2015 **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 General Climate, Leadership, Managing Student Conduct, Achievement Press, Instructional Practice and Support, Community Support and Engagement, Professional Development, and Facilities and Re

ALL
HS

2015

| <hr/> 2011 | 2012 | <hr/> 2013 |
|------------|------|------------|
| 84% | 84% | 84% |
| 92% | 85% | 87% |
| 90% | 87% | 85% |
| 85% | 88% | 84% |
| 94% | 96% | 90% |
| 90% | 89% | 87% |
| 79% | 82% | 73% |
| 85% | 89% | 90% |
| 88% | 89% | 87% |
| 86% | 84% | 80% |
| 86% | 92% | 83% |
| * | * | 83% |
| * | * | 89% |
| | | 75% |
| | | 86% |
| | | 93% |
| | | 95% |



77%

*

83%

Managing Student Conduct

| | McCallum | | | | | ALL HS |
|--|----------|------|------|------|------|--------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2015 |
| Students at this school understand expectations for their conduct. | 76% | 87% | 77% | 91% | 91% | 84% |
| Students at this school follow rules of conduct. | 51% | 61% | 53% | 74% | 74% | 72% |
| Policies and procedures about student conduct are clearly understood by the faculty. | 73% | 83% | 82% | 91% | 86% | 83% |
| Administrators consistently enforce rules for student conduct. | 59% | 71% | 65% | 79% | 79% | 72% |
| Administrators support teachers' efforts to maintain discipline in the classroom. | 80% | 84% | 80% | 91% | 90% | 83% |
| Teachers consistently enforce rules for student conduct. | 55% | 65% | 62% | 74% | 75% | 74% |
| The faculty work in a school environment that is safe. | 89% | 96% | 92% | 97% | 98% | 94% |
| Non-teaching staff consistently enforce rules for student conduct. | 57% | 63% | 61% | 78% | 76% | 78% |

Note: All items in this table include responses from teaching and non-teaching staff.

Achievement Press

| | | | McCallum | ALL HS |
|--|------|------|----------|-----------|
| | 2011 | 2012 | 2013 | 2015 |
| The school sets high standards for academic performance. | 93% | | | |
| Teachers in this school believe that their | | | | |

Instructional Practice and Support

| | McCallum | | | | ALL HS |
|---|----------|------|------|------|--------|
| | 2011 | 2012 | 2013 | 2014 | 2015 |
| Teachers in this school use assessment data to inform their instruction. | 93% | 88% | 91% | 95% | |
| Teachers work in professional learning communities to develop and align instructional practices. | 96% | 90% | 94% | 97% | |
| Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers. | 92% | 90% | 84% | 92% | |
| Teachers are encouraged to try new things to improve instruction. | 93% | 95% | 89% | 96% | |
| Teachers at my school are assigned classes that maximize their likelihood of success with students. | 69% | 73% | 81% | 87% | |
| Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy). | 94% | 94% | 88% | 97% | |

Community Support and Engagement

| | McCallum | | | ALL HS |
|--|----------|------|------|--------|
| | 2011 | 2012 | 2013 | 2015 |
| | | | 81% | |
| | | | 82% | |
| | | | 92% | |
| | | | 90% | |
| | | | 96% | |
| | | | 87% | |
| Parents/guardians support teachers, contributing to their success with students. | | | 88% | |
| Community members support teachers, contributing to their success with students. | 83% | | 93% | |
| The community we serve is supportive of this school. | 93% | | 94% | |

74%

86%

Facilities and Resources

| | McCallum | | | | | ALL HS |
|---|----------|------|------|------|------|-----------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2015 |
| Teachers have sufficient access to appropriate instructional materials. | 85% | 81% | 74% | 86% | 89% | 88% |
| Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access. | 82% | 82% | 76% | 81% | 81% | 74% |
| Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc. | 67% | 74% | 43% | 62% | 77% | 76% |
| Teachers have sufficient training and support to fully utilize the available instructional technology. | 64% | 64% | 59% | 76% | 64% | 77% |
| Teachers have sufficient access to a broad range of professional support personnel. | 90% | 79% | 78% | 86% | 89% | 89% |
| The physical environment of classrooms in this school supports teaching and learning.+ | 82% | 91% | 78% | 86% | 90% | 89% |
| The school environment is clean and well maintained.+ | 86% | 84% | 98% | 89% | 87% | 92% |
| Teachers have adequate space to work productively. | 67% | 79% | 67% | 77% | 83% | 84% |
| Teachers have time available to collaborate with colleagues. | 59% | 59% | 44% | 52% | 71% | 81% |

Note. + Includes responses from teaching and nonteaching staff.