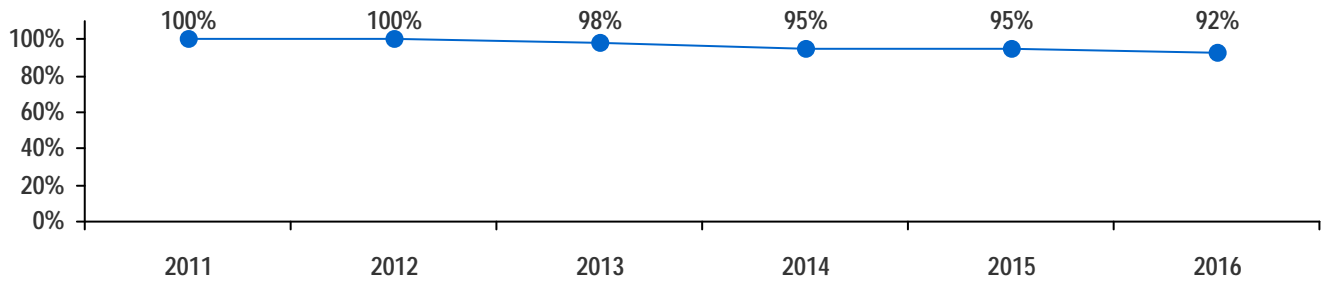




TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

Ridgetop 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



<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2016</u>
		93%	
		87%	
		91%	
		94%	
		97%	
		86%	
		82%	
		90%	
		81%	
		87%	
		91%	

The school leadership makes a sustained effort to address teacher concerns about:	Ridgetop						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The use of time in my school	90%	76%	81%	81%	86%	88%	88%
Facilities and resources	81%	90%	78%	86%	100%	97%	94%
Community support and involvement	86%	95%	90%	89%	89%	97%	94%
Managing student conduct	85%	95%	84%	93%	93%	93%	87%
Teacher leadership	89%	95%	87%	89%	90%	93%	93%
School leadership	79%	90%	87%	86%	93%	93%	93%
Professional development	95%	90%	88%	89%	96%	96%	94%
Instructional practices and support	95%	86%	94%	89%	90%	89%	94%
New teacher support	95%	89%	80%	88%	92%	85%	90%
Achievement press	*	82%	88%	91%	88%	96%	95%
General school climate	*	95%	88%	96%	86%	89%	90%

Teacher Leadership

	Ridgetop						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers are recognized as educational experts.	100%	100%	93%	96%	86%	93%	90%
Teachers are trusted to make sound professional decisions about instruction.	100%	100%	97%	96%	97%	97%	91%
Teachers are relied upon to make decisions about educational issues.	100%	100%	97%	89%	82%	89%	91%
Teachers are encouraged to participate in school leadership roles.	95%	95%	90%	96%	90%	100%	94%
The faculty has an effective process for making group decisions to solve problems.	81%	90%	80%	73%	75%	82%	85%
In this school we take steps to solve problems.	90%	95%	83%	86%	86%	90%	90%
Teachers are effective leaders in this school.	95%	95%	97%	93%	86%	93%	92%
Teachers have an appropriate level of influence on decision making in this school.	*	90%	83%	73%	68%	89%	85%

*This item was not asked.

2011 2012 2013

Managing Student Conduct

ALL
EL
2016

	Ridgetop			
	2011	2012	2013	2014
Students at this school understand expectations for their conduct.+	88%	100%	98%	95%
Students at this school follow rules of conduct.+	88%	97%	98%	92%
School staff clearly understand policies and procedures about student conduct.**	96%	97%	95%	94%
Administrators consistently enforce rules for student conduct.+	79%	85%	95%	95%
Administrators support teachers' efforts to maintain discipline in the classroom.+	100%	91%	93%	95%
Teachers consistently enforce rules for student conduct.+	96%	91%	95%	97%
All campus staff work in a school environment that is safe.+ **	100%	100%	100%	100%
Non-teaching staff consistently enforce rules for student conduct.+	92%	97%	95%	97%

	<u>2014</u>
Teachers in this school use assessment data to	100%
Teachers work in professional learning communities to develop and align instructional practices.	83%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	77%
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.	87%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	80%

Professional Development

ALL
EL
2016

	2012	2013
An appropriate amount of time is provided for professional development.	76%	68%
Professional development offerings are data driven.	76%	88%
Professional learning opportunities are aligned with the school's improvement plan.	84%	91%
Professional development is differentiated to meet the needs of individual teachers.	60%	81%
Professional development deepens teachers' content knowledge.	86%	86%
Teachers are encouraged to reflect on their own practice.	90%	89%
Follow up is provided from professional development in this school.	65%	57%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	76%	65%
Professional development is evaluated and results are communicated to teachers.	71%	50%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	89%	79%
Professional development enhances teachers' abilities to improve student learning.	90%	79%

Teachers have sufficient access to appropriate instructional materials.	71%	76%	65%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	57%	71%	77%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	81%	57%	81%
Teachers have sufficient training and support to fully utilize the available instructional technology.	55%	38%	
Teachers have sufficient access to a broad range of professional support personnel.	67%	71%	67%
The physical environment of classrooms in this school supports teaching and learning.+		91%	100%
The school environment is clean and well maintained.+	92%	97%	100%
Teachers have adequate space to work productively.	62%	62%	63%