



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

	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>ALL EL 2015</u>
The faculty and leadership have a shared vision.	95%	95%	93%	
Teachers feel comfortable raising issues and concerns that are important to them.	86%	90%	87%	
	95%	86%	91%	
	95%	86%	94%	
	100%	90%	97%	
	84%	86%	86%	
	76%	86%	82%	
	84%	84%	90%	
	86%	76%	81%	
	88%	94%	87%	
	92%	88%	91%	
	*	*	81%	
	*	*	83%	
	*	*	77%	
	*	*	79%	
	*	*	90%	
	*	*	81%	

Managing Student Conduct

	Ridgetop			ALL EL
	2011	2012	2013	2015
Students at this school understand expectations for their conduct.		100%	98%	
Students at this school follow rules of conduct.		97%	98%	
Policies and procedures about student conduct are clearly understood by the faculty.		97%	95%	
Administrators consistently enforce rules for student conduct.		85%	95%	
Administrators support teachers' efforts to		91%	93%	
		91%	95%	
		100%	100%	
		97%	95%	

Achievement Press

	Ridgetop			ALL EL
	2011	2012	2013	2015
The school sets high standards for academic performance.	96%			
Teachers in this school believe that their students have the ability to achieve academically.	100%			
Parents exert pressure to maintain high standards.	74%			
Achievement is recognized and acknowledged by the school.	92%			
Parents press for school improvement.	72%			
Students in this school can achieve the goals that have been set for them.	96%			
Students respect others who get good grades.	94%			
Students seek extra work so they can get get good grades.	67%			
Students try hard to improve on previous work.	89%			
The learning environment is orderly and serious. +				

Instructional Practice and Support

	Ridgetop					ALL EL
	2011	2012	2013	2014	2015	2015
Teachers in this school use assessment data to inform their instruction.	100%	100%	96%	100%	96%	99%
Teachers work in professional learning communities to develop and align instructional practices.	89%	95%	92%	83%	96%	94%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	94%	94%	88%	77%	92%	92%
Teachers are encouraged to try new things to improve instruction.	90%	90%	92%	100%	93%	93%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	74%	85%	88%	87%	87%	81%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	95%	85%	82%	80%	86%	84%

Community Support and Engagement

	Ridgetop					ALL EL
	2011	2012	2013	2014	2015	2015
Parents/guardians are influential decision makers in this school.	89%	100%	97%	100%	97%	78%
This school works directly with parents/guardians to improve the educational climate in students' homes.	86%	95%	97%	94%	93%	89%
This school maintains clear, two-way communication with the community.	95%	90%	100%	97%	90%	93%
This school does a good job of encouraging parent/guardian involvement.	86%	95%	97%	97%	100%	92%
Teachers provide parents/guardians with useful information about student learning.	90%	100%	97%	97%	100%	97%
Parents/guardians know what is going on in this school.	91%	100%	94%	97%	100%	90%
Parents/guardians support teachers, contributing to their success with students.	90%	95%	97%	91%	83%	84%
Community members support teachers, contributing to their success with students.	95%	100%	93%	97%	96%	89%
The community we serve is supportive of this school.	95%	100%	100%	97%	96%	91%

Professional Development

	2011	2012	2013	ALL EL 2015
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