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

School Leadership

	Small						ALL MS
	2011	2012	2013	2014	2015	2016	2016
The faculty and leadership have a shared vision.	83%	63%	89%	80%	56%	42%	76%
Teachers feel comfortable raising issues and concerns that are important to them.	75%	43%	82%	77%	48%	37%	67%
The school leadership consistently supports teachers.	81%	56%	86%	80%	64%	49%	72%
Teachers are held to high professional standards for delivering instruction.	94%	96%	97%	94%	93%	94%	93%
The school leadership facilitates using data to improve student learning.	97%	95%	97%	95%	90%	84%	93%
Teacher performance is assessed objectively.	88%	85%	85%	88%	83%	75%	85%
Teachers receive feedback that can help them improve teaching.	91%	80%	86%	84%	87%	74%	83%
The procedures for teacher evaluation are consistent.	90%	83%	82%	84%	76%	70%	81%
The faculty are recognized for accomplishments.	92%	69%	90%	86%	85%	72%	86%
There is an atmosphere of trust and mutual respect.+	83%	61%	84%	83%	63%	49%	74%
School leadership effectively communicates policy.+	90%	75%	92%	93%	70%	56%	77%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	90%	82%	51%	50%	71%
My principal clearly defines expectations for our school.	*	*	97%	92%	76%	60%	82%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	89%	83%	63%	48%	75%
My principal has a clearly defined mission and vision for my school.	*	*	97%	82%	61%	62%	84%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	99%	87%	81%	75%	87%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	80%	75%	44%	42%	70%
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	*	*	*	*	*	43%	76%

+Includes responses from teaching and nonteaching staff.

Achievement Press

	Small			ALL MS
	2011	2012	2013	2016
The school sets high standards for academic performance.	98%			
Teachers in this school believe that their students have the ability to achieve academically.	99%			

Data Use (continued)

How frequently do you use data in the following ways?

	Small 2016					
	Once a year	Once a semester	Once every 2 months	Once a month	Twice a month	Once a week
Comparing test scores for your class across academic years (e.g., how 5th grade class as a whole performed in 3rd and 4th grade).	32%	30%	11%	16%	11%	2%
Examining current year benchmark scores to create classroom instructional groups.	14%	25%	25%	18%	11%	9%
Examining data to identify students in need of intervention.	5%	9%	9%	25%	18%	35%
Collaborating with other educators about data and how it relates to the learning needs of students.	9%	14%	12%	18%	16%	32%

Managing Student Conduct

	Small						ALL MS
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	98%	68%	94%	96%	86%	85%	84%
Students at this school follow rules of conduct.+	94%	50%	77%	90%	77%	81%	68%
School staff clearly understand policies and procedures about student conduct.**	97%	65%	93%	92%	78%	84%	83%
Administrators consistently enforce rules for student conduct.+	87%	44%	77%	83%	68%	75%	74%
Administrators support teachers' efforts to maintain discipline in the classroom.+	92%	49%	78%	90%	76%	76%	79%
Teachers consistently enforce rules for student conduct.+	88%	74%	85%	85%	78%	76%	79%
All campus staff work in a school environment that is safe.+ **	100%	90%	97%	99%	97%	90%	88%
Non-teaching staff consistently enforce rules for student conduct.+	94%	83%	90%	92%	81%	79%	80%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	84%	76%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	87%	83%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	70%	76%

+Includes responses from teaching and non-teaching staff. *This item was not asked. **This item was slightly reworded in 2016.

Instructional Practice and Support

	Small						ALL MS
	2011	2012	2013	2014	2015	2016	2016
Teachers in this school use assessment data to inform their instruction.	100%	98%	96%	98%	100%	100%	97%
Teachers work in professional learning communities to develop and align instructional practices.	97%	98%	97%	95%	97%	95%	95%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	97%	90%	88%	87%	84%	84%	90%
Teachers are encouraged to try new things to improve instruction.	95%	89%	97%	97%	96%	95%	92%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	76%	54%	70%	75%	67%	55%	73%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	80%	63%	82%	91%	85%	76%	83%
I have detailed knowledge of the content covered and instructional methods used by other teachers at this school.	*	*	*	*	*	72%	78%

*This item was not asked.

Community Support and Engagement

	Small						ALL MS
	2011	2012	2013	2014	2015	2016	2016
Parents/guardians are influential decision makers in this school.	84%	74%	83%	88%	94%	80%	67%
This school works directly with parents/guardians to improve the educational climate in students' homes.	93%	81%	96%	87%	81%	86%	81%
This school maintains clear, two-way communication with the community.	97%	84%	97%	91%	94%	91%	90%
This school does a good job of encouraging parent/guardian involvement.	97%	86%	99%	89%	96%	91%	89%
Teachers provide parents/guardians with useful information about student learning.	100%	95%	100%	90%	99%	93%	93%
Parents/guardians know what is going on in this school.	99%	78%	94%	91%	91%	86%	82%
Parents/guardians support teachers, contributing to their success with students.	97%	87%	95%	92%	89%	86%	78%
Community members support teachers, contributing to their success with students.	95%	92%	93%	96%	94%	87%	85%
The community we serve is supportive of this school.	100%	96%	97%	99%	99%	95%	87%

Professional Learning Communities

	Small 2016	ALL MS 2016
I participate with a group of my campus colleagues to:		
Analyze student performance data.		
Discuss ways to meet objectives for specific students.		
Plan lessons and units together.		
Develop common student assessments.		
Support students' social and emotional competence.		

Professional Development

	Small						ALL MS
	2011	2012	2013	2014	2015	2016	2016
Sufficient resources are available for professional development.	95%	89%	96%	89%	87%	78%	85%
An appropriate amount of time is provided for professional development.	91%	82%	88%	85%	87%	80%	82%
Professional development offerings are data driven.	95%	94%	96%	89%	78%	75%	84%
Professional learning opportunities are aligned with the school's improvement plan.	97%	92%	99%	93%	86%	73%	88%
Professional development is differentiated to meet the needs of individual teachers.	59%	47%	81%	70%	74%	50%	63%
Professional development deepens teachers' content knowledge.	60%	63%	75%	70%	59%	56%	68%
Teachers are encouraged to reflect on their own practice.	95%	95%	95%	97%	90%	77%	90%
Follow up is provided from professional development in this school.	81%	80%	71%	73%	66%	52%	74%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	73%	67%	89%	86%	70%	59%	78%
Professional development is evaluated and results are communicated to teachers.	62%	55%	71%	65%	55%	44%	64%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	84%	73%	95%	88%	77%	79%	82%
Professional development enhances teachers' abilities to improve student learning.	86%	76%	95%	88%	78%	76%	85%

Teachers have sufficient access to appropriate instructional materials.

Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.

Teachers have sufficient access to office equipment