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

School Leadership

	Travis						ALL HS
	2011	2012	2013	2014	2015	2016	2016
The faculty and leadership have a shared vision.	93%	80%	80%	88%	82%	88%	90%
Teachers feel comfortable raising issues and concerns that are important to them.	91%	75%	72%	79%	68%	77%	85%
The school leadership consistently supports teachers.	85%	71%	75%	80%	76%	84%	86%
Teachers are held to high professional standards for delivering instruction.	94%	94%	93%	90%	86%	95%	
The school leadership facilitates using data to improve student learning.	96%	92%	95%	91%	89%	95%	Ç
Teacher performance is assessed objectively.	84%	72%	82%	73%	83%	92%	Ç
Teachers receive feedback that can help them improve teaching.	82%	72%	85%	80%	85%	91%	
The procedures for teacher evaluation are consistent.	80%	68%	70%	68%	75%	86%	
The faculty are recognized for accomplishments.	89%	87%	87%	84%	84%	92%	
There is an atmosphere of trust and mutual respect.+	86%	69%	72%	80%	73%	85%	
School leadership effectively communicates policy.+	82%	72%	67%	76%	82%	90%	
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	81%	77%	73%	82%	
My principal clearly defines expectations for our school.	*	*	86%	90%	86%	94%	
My principal provides constructive feedback to teachers toward improving their performance.	*	*	79%	80%	78%	91%	
My principal has a clearly defined mission and vision for my school.	*	*	92%	94%	89%	96%	
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	95%	92%	87%	95%	
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	76%	77%	64%	88%	
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	*	*	*	*	*	92%	

+Includes responses from teaching and nonteaching staff.

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

Travis

		2012	2013
The use of time in my school	72%	63%	68%
Facilities and resources	94%	89%	84%
Community support and involvement	91%	83%	82%
Managing student conduct	83%	63%	70%
Teacher leadership	92%	82%	86%
School leadership	92%	78%	84%
Professional development	86%	73%	82%
Instructional practices and support	92%	90%	85%
New teacher support	95%	86%	84%
Achievement press	*	81%	81%

Achievement Press

	Travis						ALL HS
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	85%	77%	77%	83%	78%	87%	91%
Teachers in this school believe that their students have the ability to achieve academically.	91%	80%	80%	82%	85%	90%	95%
Parents exert pressure to maintain high standards.	29%	13%	14%	25%	27%	40%	67%
Academic achievement is recognized and acknowledged by the school.	97%	89%	89%	91%	85%	97%	94%
Parents press for school improvement.	40%	24%	20%	35%	37%	42%	70%
Students in this school can achieve the goals that have been set for them.	97%	90%	84%	91%	90%	97%	97%
Students respect others who get good grades.	62%	54%	63%	73%	69%	74%	87%
Students seek extra work so they can get get good grades.	47%	36%	39%	49%	44%	51%	73%
Students try hard to improve on previous work.	46%	41%	43%	54%	49%	52%	74%
The learning environment is orderly and serious.+	77%	64%	70%	74%	67%	73%	87%

+Includes responses from teaching and non-teaching staff.

Data Use

	Travis	ALL HS
How often does your department/team:	2016	2016
Discuss your department/team's professional needs and goals.	85%	75%
Discuss assessment data for individual students.	78%	67%
Set learning goals for groups of students.	84%	73%
Group students across classes based on learning needs.	72%	62%
Provide support for new teachers.	81%	77%
Provide support for struggling teachers.	80%	73%
Share instructional strategies.	88%	83%

2011

Instructional Practice and Support

	Travis					ALL HS
	2011	2012	2013	2014	2015	2016
Teachers in this school use assessment data to inform their instruction.	97%	92%	97%	90%	95%	
Teachers work in professional learning communities to develop and align instructional practices.	95%	94%	98%	96%	94%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	92%	85%	87%	92%	87%	
Teachers are encouraged to try new things to improve instruction.	93%	89%	93%	88%	90%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.	76%	59%	68%	78%	73%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	69%	60%	66%	67%	54%	

Community Support and Engagement

	Travis					ALL HS
	2011	2012	2013	2014	2015	2016
Parents/guardians are influential decision makers in this school.	41%	22%	26%	39%		
This school works directly with parents/guardians to improve the educational climate in students' homes.	71%	63%	63%	73%		
This school maintains clear, two-way communication with the community.	78%	80%	78%	82%		
This school does a good job of encouraging parent/guardian involvement.	78%	90%	80%	81%		
Teachers provide parents/guardians with useful information about student learning.	86%	91%	78%	81%		
Parents/guardians know what is going on in this school.	54%	55%	50%	55%		
Parents/guardians support teachers, contributing to their success with students.	51%	42%	47%	58%		
Community members support teachers, contributing to their success with students.	63%	57%	63%	66%		
The community we serve is supportive of this school.	60%	60%	65%	69%		

DPcLTBp01BytTdT$BytCb0

ELTž

An appropriate amount of time is provided for professional development.	83%
Professional development offerings are data driven.	88%
Professional learning opportunities are aligned with the school's improvement plan.	95%
Professional development is differentiated to meet the needs of individual teachers.	59%
Professional development deepens teachers' content knowledge.	65%
Teachers are encouraged to reflect on their own practice.	88%
Follow up is provided from professional development in this school.	58%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	76%
Professional development is evaluated and results are communicated to teachers.	51%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	84%
Professional development enhances teachers' abilities to improve student learning.	84%

	Travis		ALL HS
857			
Teachers have sufficient access to appropriate instructional materials.	82%	75%	81%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	85%	81%	69%
968989			
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	70%	75%	63%
Teachers have sufficient training and support to fully utilize the available instructional technology.	74%	64%	
Teachers have sufficient access to a broad range of professional support personnel.	79%	85%	83%
The physical environment of classrooms in this school supports teaching and learning.+		79%	85%
The school environment is clean and well maintained.+	99%	96%	96%
Teachers have adequate space to work productively.	91%	89%	90%