



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

Williams Elementary School

|

School Leadership

ALL
EL
2016

	Williams		
	2011	2012	2013
The faculty and leadership have a shared vision.	78%	77%	81%
Teachers feel comfortable raising issues and concerns that are important to them.	68%	62%	78%
The school leadership consistently supports teachers.	67%	79%	91%
Teachers are held to high professional standards for delivering instruction.	86%	89%	96%
The school leadership facilitates using data to improve student learning.	94%	95%	94%
Teacher performance is assessed objectively.	78%	79%	84%
Teachers receive feedback that can help them improve teaching.	81%	80%	83%
The procedures for teacher evaluation are consistent.	88%	80%	87%
The faculty are recognized for accomplishments.	72%	69%	79%
There is an atmosphere of trust and mutual respect.+	75%	78%	83%
School leadership effectively communicates policy.+	81%	82%	86%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	78%
My principal clearly defines expectations for our school.	*	*	82%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	84%
My principal has a clearly defined mission and vision for my school.	*	*	85%
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	96%
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	80%

+Includes responses from teaching and nonteaching staff.

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

Williams

	88%	2012	2013
The use of time in my school	74%	82%	93%
Facilities and resources	88%	90%	96%
Community support and involvement	89%	93%	98%
Managing student conduct	71%	71%	83%
Teacher leadership	89%	82%	91%
School leadership	85%	80%	93%
Professional development	94%	93%	96%
Instructional practices and support	92%	91%	91%
New teacher support	91%	88%	93%
Achievement press	*	86%	95%

Achievement Press

	Williams						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	96%	93%	96%	94%	95%	100%	96%
Teachers in this school believe that their students have the ability to achieve academically.	93%	91%	87%	94%	95%	97%	96%
Parents exert pressure to maintain high standards.	39%	44%	46%	54%	49%	37%	70%
Academic achievement is recognized and acknowledged by the school.	93%	82%	96%	94%	79%	100%	94%
Parents press for school improvement.	48%	49%	50%	56%	57%	36%	75%
Students in this school can achieve the goals that have been set for them.	93%	96%	96%	94%	98%	94%	96%
Students respect others who get good grades.	80%	82%	83%	87%	94%	93%	93%
Students seek extra work so they can get get good grades.	40%	32%	35%	37%	47%	43%	62%
Students try hard to improve on previous work.	63%	65%	62%	66%	77%	73%	83%
The learning environment is orderly and serious.+	90%	83%	93%	91%	86%	92%	92%

+Includes responses from teaching and non-teaching staff.

Group students acrororr96%

8orv8/4v1e509.46 83%

	Williams	
<u>2011</u>	<u>2012</u>	<u>2013</u>
	88%	93%
	77%	84%
	87%	91%
	78%	86%
	83%	91%
	82%	93%
	95%	98%
	91%	96%

ALL EL 2016

2014

98%

95%

Provided supports (i.e., instructional coaching,

95%

Teachers are encouraged to try new things to improve instruction.

88%

Teachers at my school are assigned classes that maximize their likelihood of success with students.

76%

Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).

70%

An appropriate amount of time is provided for professional development.	74%
Professional development offerings are data driven.	95%
Professional learning opportunities are aligned with the school's improvement plan.	83%
Professional development is differentiated to meet the needs of individual teachers.	67%
Professional development deepens teachers' content knowledge.	86%
Teachers are encouraged to reflect on their own practice.	98%
Follow up is provided from professional development in this school.	71%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	84%
Professional development is evaluated and results are communicated to teachers.	64%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	91%
Professional development enhances teachers'	91%

Facilities and Resources

	Williams						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers have sufficient access to appropriate instructional materials.	76%	70%	84%	88%	93%	87%	91%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	71%	64%	84%	80%	79%	69%	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	67%	80%	80%	60%	78%	91%	86%
Teachers have sufficient training and support to fully utilize the available instructional technology.	65%	59%	63%	86%	86%	71%	80%
Teachers have sufficient access to a broad range of professional support personnel.	84%	88%	82%	88%	93%	90%	89%
The physical environment of classrooms in this school supports teaching and learning.+	86%	71%	81%	82%	80%	78%	94%
The school environment is clean and well maintained.+	97%	97%	98%	100%	98%	98%	93%
Teachers have adequate space to work productively.	82%	77%	83%	93%	91%	97%	91%
Teachers have time available to collaborate with colleagues.	40%	27%	53%	60%	79%	77%	80%

Note. + Includes responses from teaching and nonteaching staff.

There is a clear vision for the 6(l)l

There is a clear vision for academic, social, and emotional learning in AISD.