



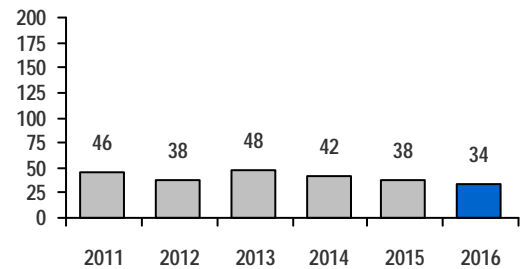
TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

Winn 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 student achievement and staff retention. In 2016, 5,309 AISD teachers (91%) and 3,092 other campus employees completed the survey.

Survey Results

Winn

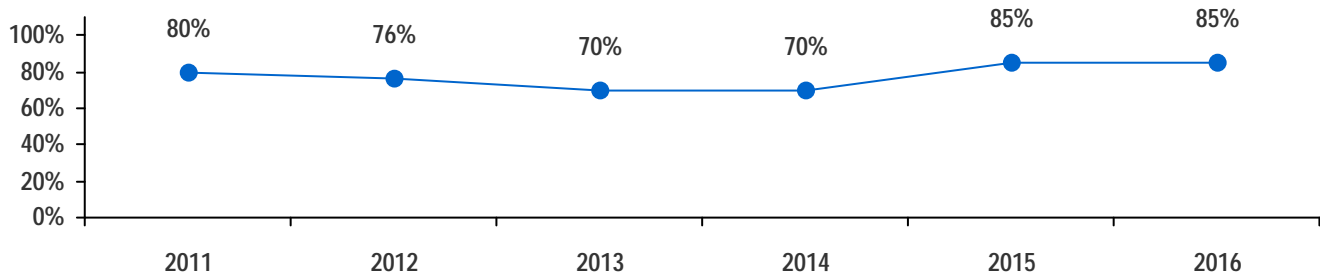


General School Climate

All
EL

2015

- All campus staff are friendly to each other.+
- All campus staff exhibit pride in their affiliation with the school.+
- All campus staff are willing to go out of their way to help.+
- All campus staff accomplish their jobs with enthusiasm.+
- All campus staff are committed to their jobs.+



67%

42%

53%

82%

88%

83%

73%

79%

53%

Achievement Press

	Winn						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	91%	94%	84%	93%	96%	96%	96%
Teachers in this school believe that their students have the ability to achieve academically.	93%	86%	92%	97%	89%	96%	96%
Parents exert pressure to maintain high standards.	35%	31%	31%	46%	42%	42%	70%
Academic achievement is recognized and acknowledged by the school.	91%	86%	75%	82%	82%	85%	94%
Parents press for school improvement.	37%	29%	32%	51%	50%	56%	75%
Students in this school can achieve the goals that have been set for them.	86%	75%	81%	88%	85%	85%	96%
Students respect others who get good grades.	68%	67%	77%	83%	69%	78%	93%
Students seek extra work so they can get good grades.	45%	36%	46%	50%	32%	46%	62%
Students try hard to improve on previous work.	50%	54%	62%	56%	56%	62%	83%
The learning environment is orderly and serious.+	70%	85%	74%	84%	86%	95%	92%

+Includes responses from teaching and non-teaching staff.

Data Use

	Winn	ALL EL
	2016	2016
How often does your department/team:		
Discuss your department/team's professional needs and goals.	47%	65%
Discuss assessment data for individual students.	59%	74%
Set learning goals for groups of students.	67%	76%
Group students across classes based on learning needs.	56%	67%
Provide support for new teachers.	61%	79%
Provide support for struggling teachers.	56%	76%
Share instructional strategies.	68%	84%

Collaborating with other educators about data and how it relates to the learning needs of students.

Managing Student Conduct

	Winn						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	79%	78%	76%	86%	95%	95%	91%
Students at this school follow rules of conduct.+	44%	58%	58%	84%	71%	80%	84%
School staff clearly understand policies and procedures about student conduct.**	79%	89%	77%	90%	89%	88%	92%
Administrators consistently enforce rules for student conduct.+	63%	86%	76%	80%	78%	89%	90%
Administrators support teachers' efforts to maintain discipline in the classroom.+	67%	94%	74%	85%	84%	89%	91%
Teachers consistently enforce rules for student conduct.+	74%	86%	86%	91%	94%	84%	91%
All campus staff work in a school environment that is safe.+ **	83%	85%	66%	86%	86%	95%	95%
Non-teaching staff consistently enforce rules for student conduct.+	82%	80%	88%	87%	97%	82%	90%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	88%	90%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	88%	92%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	72%	80%

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

Instructional Practice and Support

ALL
EL
2016

	Winn			
	2011	2012	2013	2014
Teachers in this school use assessment data to inform their instruction.	95%	100%	100%	97%
Teachers work in professional learning communities to develop and align instructional practices.	90%	97%	94%	78%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	79%	87%	94%	72%
Teachers are encouraged to try new things to improve instruction.	79%	87%	85%	60%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	66%	46%	71%	63%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	64%	70%	48%	41%

Community Support and Engagement

ALL
EL
2016

	Winn		
	2011	2012	2013

52%

72%

85%

93-3 TDie3 TD(9)o.-D88%

Teachers have sufficient access to appropriate instructional materials.

82%82%

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

Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,

Teachers have sufficient training and support to fully utilize the available instructional technology.

Teachers have sufficient access to a broad range of professional support personnel.

The physical environment of classrooms in this school supports teaching and learning.+

The school environment is clean and well maintained.+

Teachers have adequate space to work productively.