



# TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2015

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ALL  
EL  

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2015

	<u>2011</u>	<u>2012</u>	<u>2013</u>
The faculty and leadership have a shared vision.	78%	77%	81%
Teachers feel comfortable raising issues and	68%	62%	78%
	67%	79%	91%
	86%	89%	96%
	94%	95%	94%
	78%	79%	84%
	81%	80%	83%
	88%	80%	87%
	72%	69%	79%
	75%	78%	83%
	81%	82%	86%
	*	*	78%
	*	*	82%
	*	*	84%
	*	*	85%
	*	*	96%
	*	*	80%

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

	Williams					ALL EL
	2011	2012	2013	2014	2015	2015
The use of time in my school	74%	82%	93%	90%	86%	86%
Facilities and resources	88%	90%	96%	93%	91%	92%
Community support and involvement	89%	93%	98%	98%	88%	93%
Managing student conduct	71%	71%	83%	85%	81%	87%
Teacher leadership	89%	82%	91%	95%	90%	93%
School leadership	85%	80%	93%	95%	88%	92%
Professional development	94%	93%	96%	98%	98%	93%
Instructional practices and support	92%	91%	91%	98%	91%	93%
New teacher support	91%	88%	93%	95%	97%	89%
Achievement press	*	86%	95%	97%	88%	94%
General school climate	*	83%	84%	86%	93%	90%

Note. \*New to the survey in Spring 2012.

## Teacher Leadership

	Williams					ALL EL
	2011	2012	2013	2014	2015	2015
Teachers are recognized as educational experts.	75%	81%	81%	93%	93%	90%
Teachers are trusted to make sound professional decisions about instruction.	67%	73%	81%	86%	86%	90%
Teachers are relied upon to make decisions about educational issues.	66%	77%	78%	90%	88%	91%
Teachers are encouraged to participate in school leadership roles.	85%	80%	83%	93%	90%	93%
The faculty has an effective process for making group decisions to solve problems.	66%	76%	76%	83%	76%	83%
In this school we take steps to solve problems.	80%	80%	84%	91%	93%	90%
Teachers are effective leaders in this school.	83%	81%	85%	91%	88%	92%
Teachers have an appropriate level of influence on decision making in this school.	*	66%	74%	88%	83%	83%

Note. \*New to the survey in Spring 2012.

## Managing Student Conduct

	Williams			ALL EL
	2011	2012	2013	2015
Students at this school understand expectations for their conduct.		88%	93%	
Students at this school follow rules of conduct.		77%	84%	
Policies and procedures (expectations for student conduct)		87%	91%	Expectations for student conduct
		78%	86%	
		83%	91%	
		82%	93%	
		95%	98%	
		91%	96%	

## Achievement Press

	Williams					ALL EL
	2011	2012	2013	2014	2015	2015
The school sets high standards for academic performance.	96%	93%	96%	94%	95%	96%
Teachers in this school believe that their students have the ability to achieve academically.	93%	91%	87%	94%	95%	96%
Parents exert pressure to maintain high standards.	39%	44%	46%	54%	49%	68%
Achievement is recognized and acknowledged by the school.	93%	82%	96%	94%	79%	93%
Parents press for school improvement.	48%	49%	50%	56%	57%	70%
Students in this school can achieve the goals that have been set for them.	93%	96%	96%	94%	98%	95%
Students respect others who get good grades.	80%	82%	83%	87%	94%	93%
Students seek extra work so they can get good grades.	40%	32%	35%	37%	47%	62%
Students try hard to improve on previous work.	63%	65%	62%	66%	77%	83%
The learning environment is orderly and serious. +	90%	83%	93%	91%	86%	91%

Note. + Item includes responses from teaching and non-teaching staff.

## Instructional Practice and Support

	Williams					ALL EL
	2011	2012	2013	2014	2015	2015
Teachers in this school use assessment data to inform their instruction.	96%	93%	98%	98%	100%	99%
Teachers work in professional learning communities to develop and align instructional practices.	96%	93%	96%	95%	98%	94%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	86%	90%	93%	95%	98%	92%
Teachers are encouraged to try new things to improve instruction.	83%	91%	89%	88%	93%	93%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	64%	72%	73%	76%	78%	81%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	57%	50%	46%	70%	78%	84%

## Community Support and Engagement

	Williams					ALL EL
	2011	2012	2013	2014	2015	2015
Parents/guardians are influential decision makers in this school.	59%	54%	65%	73%	74%	78%
This school works directly with parents/guardians to improve the educational climate in students' homes.	82%	79%	89%	88%	92%	89%
This school maintains clear, two-way communication with the community.	87%	87%	94%	86%	98%	93%
This school does a good job of encouraging parent/guardian involvement.	89%	88%	94%	88%	95%	92%
Teachers provide parents/guardians with useful information about student learning.	96%	98%	98%	100%	95%	97%
Parents/guardians know what is going on in this school.	90%	92%	92%	84%	86%	90%
Parents/guardians support teachers, contributing to their success with students.	62%	73%	78%	83%	92%	84%
Community members support teachers, contributing to their success with students.	59%	69%	86%	86%	86%	89%
The community we serve is supportive of this school.	70%	85%	87%	85%	88%	91%

## Professional Development

	Williams					ALL EL
	2011	2012	2013	2014	2015	2015
Sufficient resources are available for professional development.	87%	73%	80%	88%	90%	88%
An appropriate amount of time is provided for professional development.	85%	71%	74%	86%	85%	85%
Professional development offerings are data driven.	86%	85%	95%	92%	90%	91%
Professional learning opportunities are aligned with the school's improvement plan.	91%	95%	83%	98%	95%	94%
Professional development is differentiated to meet the needs of individual teachers.	68%	69%	67%	87%	82%	79%
Professional development deepens teachers' content knowledge.	88%	78%	86%	85%	83%	88%
Teachers are encouraged to reflect on their own practice.	88%	93%	98%	95%	93%	94%
Follow up is provided from professional development in this school.	69%	53%	71%	85%	70%	82%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	77%	71%	84%	88%	83%	87%
Professional development is evaluated and results are communicated to teachers.	49%	55%	64%	69%	67%	76%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	94%	79%	91%	95%	90%	91%
Professional development enhances teachers' abilities to improve student learning.	96%	85%	91%	98%	90%	93%

