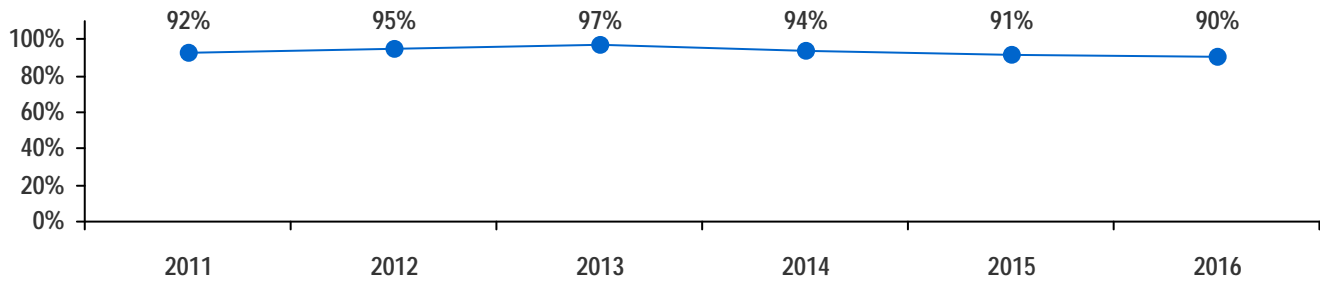# TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

Andrews 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

		Andrews
		2013
		82%
		94%
		92%
		90%
		96%
		96%
		92%
		94%
New teacher support		96%
Achievement press	*	88%

Achievement Press

	2011	2012	2013	2014	2015	2016	ALL EL 2016
			Andrews				
The school sets high standards for academic performance.	100%	98%	98%	100%	96%	96%	96%
Teachers in this school believe that their students have the ability to achieve academically.	100%	93%	94%	97%	92%	91%	96%
Parents exert pressure to maintain high standards.	43%	49%	41%	47%	38%	31%	70%
Academic achievement is recognized and acknowledged by the school.	100%	97%	92%	96%	92%	89%	94%
Parents press for school improvement.	45%	47%	30%	48%	42%	36%	75%
Students in this school can achieve the goals that have been set for them.	98%	95%	94%	93%	90%	91%	96%
Students respect others who get good grades.	92%	96%	96%	98%	88%	86%	93%
Students seek extra work so they can get get good grades.	43%	67%	62%	57%	51%	36%	62%
Students try hard to improve on previous work.	61%	85%	78%	78%	71%	80%	83%
The learning environment is orderly and serious.+	95%	95%	93%	89%	86%	88%	92%

+Includes responses from teaching and non-teaching staff.

Data Use

How often does your department/team:	Andrews 2016	ALL EL 2016
Discuss your department/team's professional needs and goals.	76%	65%
Discuss assessment data for individual students.	75%	74%
Set learning goals for groups of students.	88%	76%
Group students across classes based on learning needs.	69%	67%
Provide support for new teachers.	69%	79%
Provide support for struggling teachers.	69%	76%
Share instructional strategies.	78%	84%

Managing Student Conduct

	Andrews					
	2011	2012	2013	2014	2015	2016
Students at this school understand expectations for their conduct.+	93%	98%	89%	94%	88%	83%
Students at this school follow rules of conduct.+	79%	85%	89%	72%	52%	59%
School staff clearly understand policies and procedures about student conduct.**	88%	95%	93%	93%	78%	79%
Administrators consistently enforce rules for student conduct.+	76%	88%	85%	84%	69%	71%
Administrators support teachers' efforts to maintain discipline in the classroom.+	84%	88%	89%	90%	80%	70%
Teachers consistently enforce rules for student conduct.+	91%	96%	97%	94%	90%	84%
All campus staff work in a school environment that is safe.+ **	98%	98%	98%	96%	90%	84%
Non-teaching staff consistently enforce rules for student conduct.+	83%	94%	88%	86%	87%	79%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	70%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	79%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	55%

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

	2014
	100%
	98%
	96%
	92%
Teachers at my school are assigned classes that	85%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	75%

Professional Learning Communities

I participate with a group of my campus colleagues to:	Andrews 2016	ALL EL 2016
Analyze student performance data.	95%	94%
Discuss ways to meet objectives for specific students.	90%	95%
Plan lessons and units together.	88%	90%
Develop common student assessments.	85%	87%
Support students' social and emotional competence.	80%	94%

Professional Development

	Andrews						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Sufficient resources are available for professional development.	78%	76%	83%	88%	84%	71%	91%
An appropriate amount of time is provided for professional development.	75%	78%	69%	80%	77%	72%	88%
Professional development offerings are data driven.	87%	90%	92%	96%	94%	84%	91%
Professional learning opportunities are aligned with the school's improvement plan.	93%	95%	86%	94%	96%	82%	94%
Professional development is differentiated to meet the needs of individual teachers.	67%	71%	79%	90%	81%	63%	79%
Professional development deepens teachers' content knowledge.	82%	81%	84%	94%	86%	69%	89%
Teachers are encouraged to reflect on their own practice.	90%	93%	94%	98%	94%	87%	95%
Follow up is provided from professional development in this school.	71%	77%	76%	88%	86%	70%	85%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	75%	78%	84%	80%	88%	76%	89%
Professional development is evaluated and results are communicated to teachers.	64%	63%	64%	82%	81%	60%	78%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	94%	91%	92%	90%	88%	80%	92%
Professional development enhances teachers' abilities to improve student learning.	94%	91%	92%	94%	96%	81%	93%

Facilities and Resources

	Andrews						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers have sufficient access to appropriate instructional materials.	87%	79%	81%	87%	87%	85%	91%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	77%	79%	87%	75%	69%	58%	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	62%	76%	87%	87%	67%	68%	86%
Teachers have sufficient training and support to fully utilize the available instructional technology.	67%	64%	73%	70%	93%	70%	80%
Teachers have sufficient access to a broad range of professional support personnel.	87%	89%	85%	88%	76%	87%	89%
The physical environment of classrooms in this school supports teaching and learning.+	81%	89%	86%	88%	84%	78%	94%
The school environment is clean and well maintained.+	98%	90%	97%	85%	85%	80%	93%
Teachers have adequate space to work productively.	79%	83%	79%	76%	78%	85%	91%
Teachers have time available to collaborate with colleagues.	54%	72%	53%	50%	69%	57%	80%

Note. + Includes responses from teaching and nonteaching staff.

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