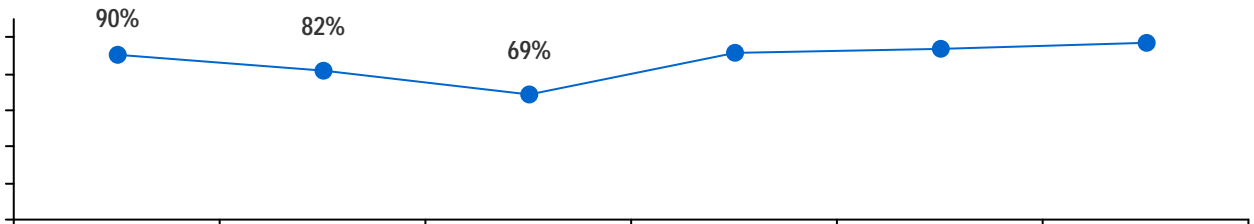




TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

Cook Elementary School



School Leadership

	Cook						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The faculty and leadership have a shared vision.	83%	79%	58%	91%	91%	95%	90%
Teachers feel comfortable raising issues and concerns that are important to them.	74%	71%	48%	82%	87%	90%	83%
The school leadership consistently supports teachers.	74%	62%	52%	82%	93%	90%	87%
Teachers are held to high professional standards for delivering instruction.	94%	95%	91%	96%	98%	100%	96%
The school leadership facilitates using data to improve student learning.	92%	93%	89%	97%	98%	100%	97%
Teacher performance is assessed objectively.	72%	82%	70%	89%	95%	92%	92%
Teachers receive feedback that can help them improve teaching.	81%	64%	68%	87%	96%	87%	90%
The procedures for teacher evaluation are consistent.	82%	74%	68%	83%	91%	83%	
The faculty are recognized for accomplishments.	74%	81%	70%	80%	91%	83%	
There is an atmosphere of trust and mutual respect.+	78%	70%	64%	85%	94%	90%	
School leadership effectively communicates policy.+	85%	76%	80%	85%	93%	93%	
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	38%	84%	91%	82%	
My principal clearly defines expectations for our school.	*	*	85%	94%	91%	95%	
My principal provides constructive feedback to teachers toward improving their performance.	*	*	72%	88%	96%	94%	
My principal has a clearly defined mission and vision for my school.	*	*	84%	92%	94%	100%	
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	77%	98%	98%	100%	
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	47%	86%	93%	92%	
My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.	*	*	*	*	*	97%	

+Includes responses from teaching and nonteaching staff.

The school leadership makes a sustained effort to address teacher concerns about:	Cook						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The use of time in my school	76%	73%	58%	76%	98%	92%	88%
Facilities and resources	90%	91%	76%	93%	96%	100%	94%
Community support and involvement	83%	64%	60%	76%	93%	92%	94%
Managing student conduct	80%	52%	48%	81%	87%	93%	87%
Teacher leadership	82%	76%	68%	84%	100%	95%	93%
School leadership	81%	78%	74%	85%	100%	92%	93%
Professional development	89%	79%	71%	87%	98%	95%	94%
Instructional practices and support	84%	81%	78%	93%	98%	93%	94%
New teacher support	75%	67%	47%	76%	90%	82%	90%
Achievement press	*	73%	78%	89%	97%	100%	95%
General school climate	*	70%	44%	84%	98%	95%	90%

Teacher Leadership

	Cook						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers are recognized as educational experts.	81%	67%	54%	82%	96%	90%	90%
Teachers are trusted to make sound professional decisions about instruction.	87%	71%	51%	88%	93%	90%	91%
Teachers are relied upon to make decisions about educational issues.	82%	71%	57%	85%	91%	92%	91%
Teachers are encouraged to participate in school leadership roles.	90%	79%	57%	88%	91%	95%	94%
The faculty has an effective process for making group decisions to solve problems.	72%	59%	42%	79%	81%	87%	85%
In this school we take steps to solve problems.	75%	74%	56%	82%	91%	95%	90%
Teachers are effective leaders in this school.	89%	72%	66%	79%	89%	93%	92%
Teachers have an appropriate level of influence on decision making in this school.	*	62%	41%	76%	84%	84%	85%

*This item was not asked.

Achievement Press

	Cook						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	92%	99%	93%	95%	98%	95%	96%
Teachers in this school believe that their students have the ability to achieve academically.	95%	90%	87%	92%	98%	93%	96%
Parents exert pressure to maintain high standards.	31%	33%	33%	33%	26%	23%	70%
Academic achievement is recognized and acknowledged by the school.	94%	81%	66%	95%	87%	100%	94%
Parents press for school improvement.	31%	29%	34%	27%	27%	29%	75%
Students in this school can achieve the goals that have been set for them.	92%	88%	75%	84%	91%	95%	96%
Students respect others who get good grades.	86%	84%	82%	76%	75%	87%	93%
Students seek extra work so they can get get good grades.	43%	39%	32%	46%	46%	42%	62%
Students try hard to improve on previous work.	62%	56%	56%	65%	65%	63%	83%
The learning environment is orderly and serious.+	94%	86%	86%	87%	92%	88%	92%

+Includes responses from teaching and non-teaching staff.

Data Use

	Cook 2016	ALL EL 2016
How often does your department/team:		
Discuss your department/team's professional needs and goals.	60%	65%
Discuss assessment data for individual students.	63%	74%
Set learning goals for groups of students.	75%	76%
Group students across classes based on learning needs.	53%	67%
Provide support for new teachers.	79%	79%
Provide support for struggling teachers.	77%	76%
Share instructional strategies.	83%	84%

	Cook				ALL EL 2016
	2011	2012	2013	2014	
Teachers in this school use assessment data to inform their instruction.			98%	96%	
Teachers work in professional learning communities to develop and align instructional practices.			77%	88%	
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.		63%	72%	79%	84%
Teachers are encouraged to try new things to improve instruction.	79%		79%	91%	
Teachers at my school are assigned classes that maximize their likelihood of success with students.	48%	51%		63%	
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	44%		48%	62%	

Professional learning opportunities are aligned with the school's improvement plan.

61%

79%

70%

50%

64%

88%

54%

Facilities and Resources

	Cook						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Teachers have sufficient access to appropriate instructional materials.	90%	76%	65%	93%	96%	98%	91%
Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.	60%	73%	68%	81%	96%	90%	82%
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens,	60%	70%	82%	87%	84%	98%	86%
Teachers have sufficient training and support to fully utilize the available instructional technology.	48%	46%	53%	76%	96%	83%	80%
Teachers have sufficient access to a broad range of professional support personnel.	75%	70%	56%	90%	93%	80%	89%
The physical environment of classrooms in this school supports teaching and learning.+	88%	86%	97%	91%	94%	98%	94%
The school environment is clean and well maintained.+	99%	99%	99%	98%	95%	98%	93%
Teachers have adequate space to work productively.	83%	75%	72%	79%	96%	93%	91%
Teachers have time available to collaborate with colleagues.	55%	60%	42%	69%	89%	82%	80%

Note. + Includes responses from teaching and nonteaching staff.

District Vision

	Cook 2016	ALL EL 2016
There are clear goals and structures for teaching and learning in AISD.	88%	93%
There is a clear vision for the use of data to inform education in AISD.	89%	93%
There is a clear vision for academic, social, and emotional learning in AISD.	87%	94%