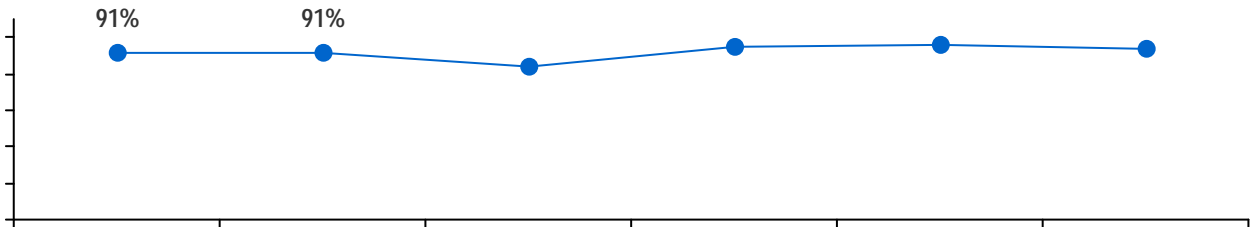




TELL AISD Teaching and Learning Conditions Survey:
Results for 2011 through 2016

Crockett High School



	2011	2012	2013
The faculty and leadership have a shared vision.	82%	78%	78%
Teachers feel comfortable raising issues and concerns that are important to them.	60%	69%	69%
The school leadership consistently supports teachers.	66%	63%	61%
	96%	96%	96%
	96%	96%	92%
	85%	80%	73%
	82%	87%	78%
	75%	70%	73%
	75%	79%	73%
	63%	69%	63%
	75%	71%	68%
	*	*	73%
	*	*	87%
	*	*	71%
	*	*	92%
	*	*	92%
	*	*	69%

Crockett

2013

		71%
		74%
		83%
		62%
		87%
		80%
Professional development		89%
Instructional practices and support		86%
New teacher support		76%
Achievement press	*	89%

Crockett

2011 2012 2013

ALL
HS
2016

Managing Student Conduct

	Crockett					
	2011	2012	2013	2014	2015	2016
Students at this school understand expectations for their conduct.+	78%	79%	74%	77%	82%	84%
Students at this school follow rules of conduct.+	58%	59%	59%	64%	71%	82%
School staff clearly understand policies and procedures about student conduct.**	78%	75%	66%	77%	80%	82%
Administrators consistently enforce rules for student conduct.+	63%	62%	60%	66%	68%	81%
Administrators support teachers' efforts to maintain discipline in the classroom.+	75%	72%	68%	74%	79%	82%
Teachers consistently enforce rules for student conduct.+	68%	69%	64%	65%	66%	69%
All campus staff work in a school environment that is safe.+ **	93%	96%	96%	97%	94%	97%
Non-teaching staff consistently enforce rules for student conduct.+	67%	70%	77%	73%	78%	75%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	87%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	84%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	81%

+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
HS
2016

	Crockett			
	2011	2012	2013	2014
Teachers in this school use assessment data to inform their instruction.	93%	94%	98%	95%
Teachers work in professional learning communities to develop and align instructional practices.	96%	96%	98%	99%
Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	84%	92%	93%	95%
Teachers are encouraged to try new things to improve instruction.	91%	93%	89%	96%
Teachers at my school are assigned classes that maximize their likelihood of success with students.	60%	58%	66%	72%
Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).	79%	72%	68%	80%

Community Support and Engagement

ALL
HS
2016

	Crockett		
	2011	2012	2013
			51%
			72%
This school maintains clear, two-way communication with the community.	86%		86%
This school does a good job of encouraging parent/guardian involvement.	78%		73%
Teachers provide parents/guardians with useful information about student learning.	88%		95%
			71%
Parents/guardians support teachers, contributing to their success with students.	60%		75%
Community members support teachers, contributing to their success with students.	65%		78%
The community we serve is supportive of this school.	76%		90%

Professional Learning Communities

	Crockett 2016	ALL HS 2016
I participate with a group of my campus colleagues to:		
Analyze student performance data.	86%	88%
Discuss ways to meet objectives for specific students.	90%	92%
Plan lessons and units together.	87%	90%
Develop common student assessments.	87%	90%
Support students' social and emotional competence.	92%	90%

Professional Development

	Crockett						ALL HS 2016
	2011	2012	2013	2014	2015	2016	
Sufficient resources are available for professional development.	77%	79%	83%	86%	76%	87%	89%
An appropriate amount of time is provided for professional development.	80%	78%	76%	81%	74%	85%	89%
Professional development offerings are data driven.	79%	87%	90%	95%	84%	87%	87%
Professional learning opportunities are aligned with the school's improvement plan.	91%	88%	89%	94%	89%	95%	94%
Professional development is differentiated to meet the needs of individual teachers.	76%	57%	67%	63%	54%	69%	75%
Professional development deepens teachers' content knowledge.	59%	58%	68%	61%	61%	65%	75%
Teachers are encouraged to reflect on their own practice.	94%	91%	93%	92%	93%	92%	94%
Follow up is provided from professional development in this school.	72%	56%	74%	70%	76%	81%	81%
Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	70%	76%	82%	85%	83%	86%	87%
Professional development is evaluated and results are communicated to teachers.	52%	51%	63%	58%	53%	67%	73%
Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs.	77%	81%	88%	88%	86%	90%	88%
Professional development enhances teachers' abilities to improve student learning.	82%	86%	88%	88%	88%	92%	89%

Teachers have sufficient access to appropriate instructional materials.

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 technology.