

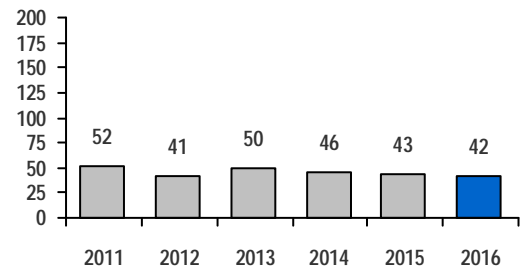


# TELL AISD Teaching and Learning Conditions Survey: Results for 2011 through 2016

## Dawson 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



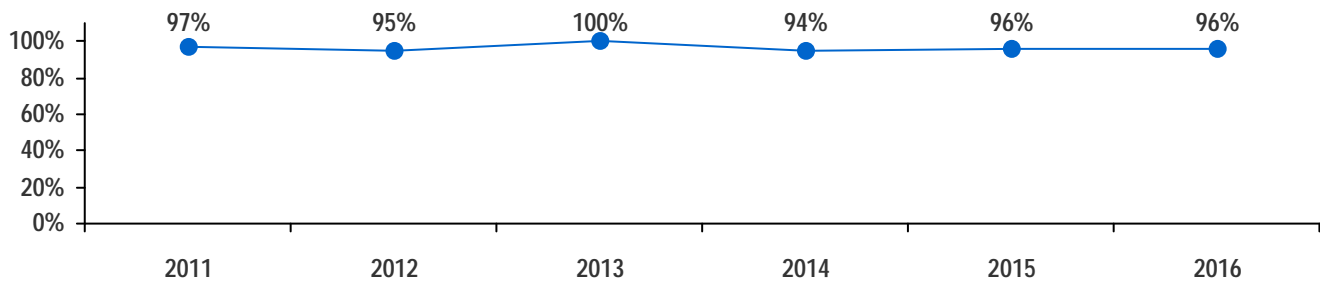
All campus staff are friendly to each other.+

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.+



## School Leadership

ALL  
EL  
2016

	Dawson				
	2011	2012	2013	2014	2015
The faculty and leadership have a shared vision.	100%	97%	100%	95%	86%
Teachers feel comfortable raising issues and concerns that are important to them.	87%	69%	95%	86%	84%
The school leadership consistently supports teachers.	97%	81%	97%	92%	94%
Teachers are held to high professional standards for delivering instruction.	97%	94%	98%	97%	100%
The school leadership facilitates using data to improve student learning.	100%	97%	100%	100%	100%
Teacher performance is assessed objectively.	97%	94%	100%	97%	94%
Teachers receive feedback that can help them improve teaching.	100%	91%	100%	97%	89%
The procedures for teacher evaluation are consistent.	94%	100%	100%	94%	86%
The faculty are recognized for accomplishments.	94%	94%	98%	89%	84%
There is an atmosphere of trust and mutual respect.+	92%	87%	91%	85%	87%
School leadership effectively communicates policy.+	100%	95%	100%	98%	91%
My principal involves faculty in decisions that directly impact the operations of my school.	*	*	95%	94%	94%
My principal clearly defines expectations for our school.	*	*	100%	100%	89%
My principal provides constructive feedback to teachers toward improving their performance.	*	*	100%	94%	94%91%
My principal has a clearly defined mission and vision for my school.	*	*	97%	100%	
My principal encourages cooperation among faculty and staff toward improving student performance.	*	*	100%	94%	
Teachers at this school trust the principal to make sound professional decisions about instruction.	*	*	97%	94%	

+Includes responses from teaching and nonteaching staff.



## Achievement Press

	Dawson						ALL EL
	2011	2012	2013	2014	2015	2016	2016
The school sets high standards for academic performance.	100%	100%	100%	98%	97%	97%	96%
Teachers in this school believe that their students have the ability to achieve academically.	100%	100%	100%	96%	94%	94%	96%
Parents exert pressure to maintain high standards.	77%	56%	49%	59%	50%	56%	70%
Academic achievement is recognized and acknowledged by the school.	100%	100%	100%	96%	95%	97%	94%
Parents press for school improvement.	59%	51%	47%	45%	60%	56%	75%
Students in this school can achieve the goals that have been set for them.	98%	97%	98%	98%	97%	100%	96%
Students respect others who get good grades.	98%	97%	95%	94%	94%	94%	93%
Students seek extra work so they can get get good grades.	71%	55%	62%	52%	42%	42%	62%
Students try hard to improve on previous work.	93%	97%	81%	87%	82%	82%	83%
The learning environment is orderly and serious.+	96%	90%	91%	92%	89%	92%	92%

+Includes responses from teaching and non-teaching staff.

Group students across classes based on learning needs.

## Data Use (continued)

### Dawson

2016

How frequently do you use data in the following ways?

	Once a year	Once a semester	Once every 2 months	Once a month	Twice a month	Once a week
Comparing test scores for your class across academic years (e.g., how 5th grade class as a whole performed in 3rd and 4th grade).	25%	50%	11%	14%	0%	0%
Examining current year benchmark scores to create classroom instructional groups.	0%	43%	21%	21%	11%	4%
Examining data to identify students in need of intervention.	0%	15%	0%	30%	30%	26%
Collaborating with other educators about data and how it relates to the learning needs of students.	0%	25%	14%	39%	4%	18%

## Managing Student Conduct

	Dawson						ALL EL
	2011	2012	2013	2014	2015	2016	2016
Students at this school understand expectations for their conduct.+	98%	97%	96%	98%	96%	94%	91%
Students at this school follow rules of conduct.+	98%	87%	96%	94%	90%	90%	84%
School staff clearly understand policies and procedures about student conduct.**	100%	100%	98%	98%	95%	100%	92%
Administrators consistently enforce rules for student conduct.+	96%	95%	100%	98%	89%	98%	90%
Administrators support teachers' efforts to maintain discipline in the classroom.+	98%	97%	100%	98%	93%	100%	91%
Teachers consistently enforce rules for student conduct.+	96%	95%	100%	100%	96%	98%	91%
All campus staff work in a school environment that is safe.+ **	100%	100%	96%	94%	97%	100%	95%
Non-teaching staff consistently enforce rules for student conduct.+	96%	95%	98%	98%	95%	98%	90%
This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).	*	*	*	*	*	98%	90%
School staff received sufficient training regarding how to use the social and emotional learning approach at this school.	*	*	*	*	*	93%	92%
Staff have enough time to implement the social and emotional learning approach at this school.	*	*	*	*	*	80%	80%

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

ALL  
EL

2016

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98%

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ALL  
EL

2016

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An appropriate amount of time is provided for professional development.	88%
Professional development o	100%
Professional learning opportunities are aligned with the school's improvement plan.	95%
Professional development is differentiated to meet the needs of individual teachers.	86%
Professional development deepens teachers' content knowledge.	100%
Teachers are encouraged to reflect on their own practice.	100%
Follow up is provided from professional development in this school.	95%

89%

98%

